DOCUMENT RESUME

ED 147 970 EA 010 167

AUTHOR	Norton, Kent; And Others
TITLE	Introduction to the Transference of High Technology Systems. An Intercultural Approach.
INSTITUTION	Procedures Analyst Service, International, Teheran (Iran).
PUB DATE	Apr 77
NOTE	136p.; Not available in paper copy due to light print of part of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Cross Cultural Studies; Cultural Factors; Decision Making; Foreign Countries; Lecture; *Management Education; *Management Systems; Non Western Civilization; Problem Solving; Seminars; *Systems Approach; *Technology; Western Civilization
IDENTIFIERS	*Iran

ABSTRACT

A training program for upper-middle to upper-level managers of a company in Iran uses the lecture/seminar approach. The goals of the course are to develop insights intc problem areas connected with the development of a pragmatic intercultural management model, and to introduce approaches and prerequisites for modern management. The 10 lectures provide a general understanding of the development of Western and non-Western organization and management in model form, introduce new managment techniques (Western) in the context of their applicability to an intercultural management system, and discuss problem areas common to the process of intercultural management. Each lecture contains an outline, text, summary, and references. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147970

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INTRODUCTION TO THE TRANSFERENCE OF HIGH TECHNOLOGY SYSTEMS

An Intercultural Approach

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Kent Norton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

BEST COPY AVAILABLE

Kent Norton
M. Lobello
M. Vejdani

Procedures Analyst Service, International
April 1977

EA 010 167

INTRODUCTION TO MANAGEMENT SEMINAR AND

LECTURE ONE

A. INTRODUCTION TO MANAGEMENT

B. ASSUMPTIONS: THERE ARE FOUR ASSUMPTIONS TO THIS COURSE

- I. THAT THE PATTERN OF WESTERN AND NON-WESTERN ORGANIZATION INTERACTION HAS CHANGED FROM A SIMPLE PROCESS OF BUYING AND SELLING TO A TRAINING PROCESS THAT INVOLVES THE SALE/PURCHASE OF WESTERN TECHNO/MANAGEMENT SYSTEMS.
- II. THAT THESE SYSTEMS ARE A COMBINATION OF TECHNIQUE AND THEORY. TO BE SUCCESSFULLY SOLD/ACQUIRED THEY MUST BE ADAPTED TO THEIR NEW ENVIRONMENT BY THE WESTERN "SELLER" AND PRESENTED IN A MANNER WHICH IS ACCEPTABLE TO THE NON-WESTERN BUYER.
- III. ACCOMPLISHMENT OF THIS INVOLVES THE ESTABLISHMENT OF AN INTERCULTURAL MANAGEMENT MODEL TO:
  - A. Establish an interactive process of adaptation between Western and non-Western systems (through establishment of a dual training concept).
  - B. Deal with:
    - 1. Internal Problem Areas
      - a. Western
      - b. non-Western
    - 2. External Problem Areas
    - 3. Training Problem Areas
- IV. THAT MANAGEMENT PERSONNEL IN THIS COURSE WILL NOT REQUIRE TECHNICAL TRAINING IN THEIR AREA OF RESPONSIBILITY.

C. COURSE/INSTRUCTIONAL GOALS:

I. TO DEVELOP INSIGHTS INTO PROBLEM AREAS CONNECTED WITH THE DEVELOPMENT OF A PRAGMATIC INTERCULTURAL MANAGEMENT MODEL.

II. TO INITIATE DEVELOPMENT OF A "SHARED PERSPECTIVE" BETWEEN GOI/BHI PERSONNEL AS A BASIS FOR THE MODEL.

III. TO INTRODUCE APPROACHES AND PRE-REQUISITES FOR MODERN MANAGEMENT TO BHI/GOI PERSONNEL USING A LECTURE/SEMINAR APPROACH.

D. QUALIFICATIONS:

I. ALL LECTURES, DISCUSSION TOPICS, ETC., ARE AS REPRESENTATIVE AS POSSIBLE OF THE WEST/NON-WESTERN INTERACTIVE PROCESS.

II. THEY ARE NOT, IN CONSEQUENCE, SPECIFIC TO A GIVEN SITUATION OR NATION. THEY ARE GENERAL TO TWO DIFFERENT TYPES OF MANAGEMENT SYSTEMS AND PHILOSOPHIES.

III. TO BE EFFECTIVE THE STUDENT MUST REGARD THE FRAMEWORK OFFERED BY THIS COURSE AS THE BASIS FOR A DECISION MAKING OR PROBLEM SOLVING PROCESS. IN THIS CONTEXT THERE ARE NO CORRECT OR INCORRECT ANSWERS TO THE PROBLEMS AND MODELS

DEVELOPED OVER THE NEXT 10 LECTURES. EACH STUDENT MUST SELECT THOSE ASPECTS OF THE COURSE WHICH ARE APPLICABLE TO HIS SITUATION AND APPLY THEM AS A PROBLEM SOLVING PROCESS.

E. PROCESSES:

1. LECTURE:
    a. Provide a general understanding of the development of Western and non-Western organization and management in model form.
    b. Introduce new management techniques (WESTERN) in the context of their applicability to an intercultural management system.
    c. Discuss problem areas common to the process of intercultural management.

2. DISCUSSION TOPIC:
    a. Develop specific problem areas in intercultural management particularly with respect to the introduction of new techniques and problem solving approaches.
    b. Reinforce the lecture.

3. VIDEO-TAPE/DISCUSSION
    a. Introduce new management techniques and background.
    b. Reinforce no. I & 2.

IV. THREE QUESTIONS FROM EACH LECTURE SUMMARY TO BE PREPARED

ON A DAILY BASIS BY EACH STUDENT.

F. LECTURE TOPICS:

I. THE ORGANIZATION AS A HUMAN SYSTEM.

II. WESTERN CIVILIZATION, A MANAGEMENT OVERVIEW.

III. TECHNOLOGY AND CULTURE-- THE PROCESS OF INTEGRATION, A SOCIO- HISTORICAL APPRAISAL.

IV. TECHNOLOGY AND MANAGEMENT - ATTITUDINAL PREREQUISITES FOR A MODERN TECHNO- MANAGEMENT SYSTEM; A WESTERN MODEL.

V. ALTERNATIVES TO THEORY X, WESTERN AND NON-WESTERN MANAGEMENT IN THE CONTEXT OF DOUGLAS MCGREGOR AND RENSIS LIKERT.

VI. THE INDIVIDUAL AND ORGANIZATION - SUGGESTIONS FOR THE APPLICATION OF MOTIVATIONAL TECHNIQUE IN A WESTERN / NON-WESTERN ENVIRONMENT.

VII. SYSTEMS ANALYSIS AND INTERCULTURAL MANAGEMENT.

VIII. THE PLANNING PROCESS.

IX. SYSTEMS AND CONTROL IN A WESTERN/ NON-WESTERN ENVIRONMENT

X. GROUPS, POLITICS, AND CONFLICTS - THE MANY FACES OF ORGANIZATIONAL WARFARE.

XI. SUMMARY OF THE COURSE.

G. STUDENT REQUIREMENTS:

I. ALL STUDENTS ATTENDING THE INITIAL PHASE OF THIS COURSE SHOULD:

1. Have sufficient upper-middle to upper level managerial experience that extensive coverage of basic management principles will be unnecessary.

2. Have a proficiency in English such that they will be capable of comprehending a university level lecture program either given by an instructor or viewed on a video-tape player.

3. Have an awareness of the difficulties involved in integrating management techniques and be willing to enter into a problem solving process directed at reforming these difficulties.

H. HANDOUTS:

I . A DAILY INSTRUCTIONAL PACKAGE FOR EACH STUDENT TO INCLUDE

1. A lecture summary.
2. A discussion topic
3. A video-tape lecture/discussion

PART I

SUMMARY

THE ORGANIZATION AS A HUMAN SYSTEM

PART I

THE ORGANIZATION AS A HUMAN SYSTEM

I INTRODUCTION

- A. Nature of man - historic gregariousness, recent research and development
- B. Formal nature of organizations - designed to achieve objectives
    - compensates for the deficiencies found in natural organizations (i.e. evaluation of alternatives, decision making process.)
    - use of resources

II TRADITIONAL ORGANIZATION THEORY

- A. Objectives
- B. Division of labor
- C. Administrative groups
- D. Delegation of authority and responsibility
- E. Criticism of theory (lacks precision, framework for analysis, specialization, etc.)

III FURTHER ORGANIZATIONAL DEVELOPMENT

- A. Changes from the Traditional Theory (importance of environment)
- B. Behavior patterns of employers
- C. Importance of information flow
- D. Role of goals

IV TYPES OF ORGANIZATIONS

- A. Line
- B. Line & Staff
- C. Line, Functional Staff & Committee
- D. Committee design

V FUNCTIONS OF AN ORGANIZATION

A. Functions

  1. Plan
  2. Organize
  3. Staff
  4. Direct
  5. Control
  6. Review
  7. Budget

B. Operational areas

  1. Product/service development
  2. Purchasing
  3. Industrial relations
  4. Manufacturing or service activities
  5. Marketing

VI SUMMARY

A. Organizational skills

  1. Conceptual
  2. Human
  3. Technical

B. Organizations are products of human development

C. Provide structure necessary to change human behavior into goals

D. Optimization of resources

THE ORGANIZATION AS A HUMAN SYSTEM

INTRODUCTION

The concept of human organization is as old as the history of man. People tend to organize naturally because of their gregarious nature. This natural phenomenon has been modified in past centuries and has been the subject of considerable research and development since the turn of this century.

Formal business organizations are designed to achieve objectives. This intentional effort pre-empts the natural systems inherent in human social behavior because natural organizational systems are unable to evaluate alternatives or to institute the complex decision making processes required in a business environment. Additionally, natural organizations evolve slowly and inefficiently. Formal organization activity strives to make proper use of scarce resources -- primarily in the economic, material, and manpower areas. Coordinated optimized usage of available resources allows the organizational entity to respond to the ever changing business and social environment of today's world.

TRADITIONAL ORGANIZATION THEORY

Traditionally, organizations strive to efficiently realize defined objectives. Objectives are accomplished through division of work into simple tasks. Tasks are then allocated to jobs and positions which require some routine from particular workers. Workers are members of administrative groups for purposes of coordination. Each group has only one focal point, the immediate supervision. Mid-level administrators exercise control over supervisors and workers through a definitive span of control *Individual production

*The supervisor is delegated the responsibility to get the job done in a professional manner, by best utilizing resources at his disposal, namely the workers.

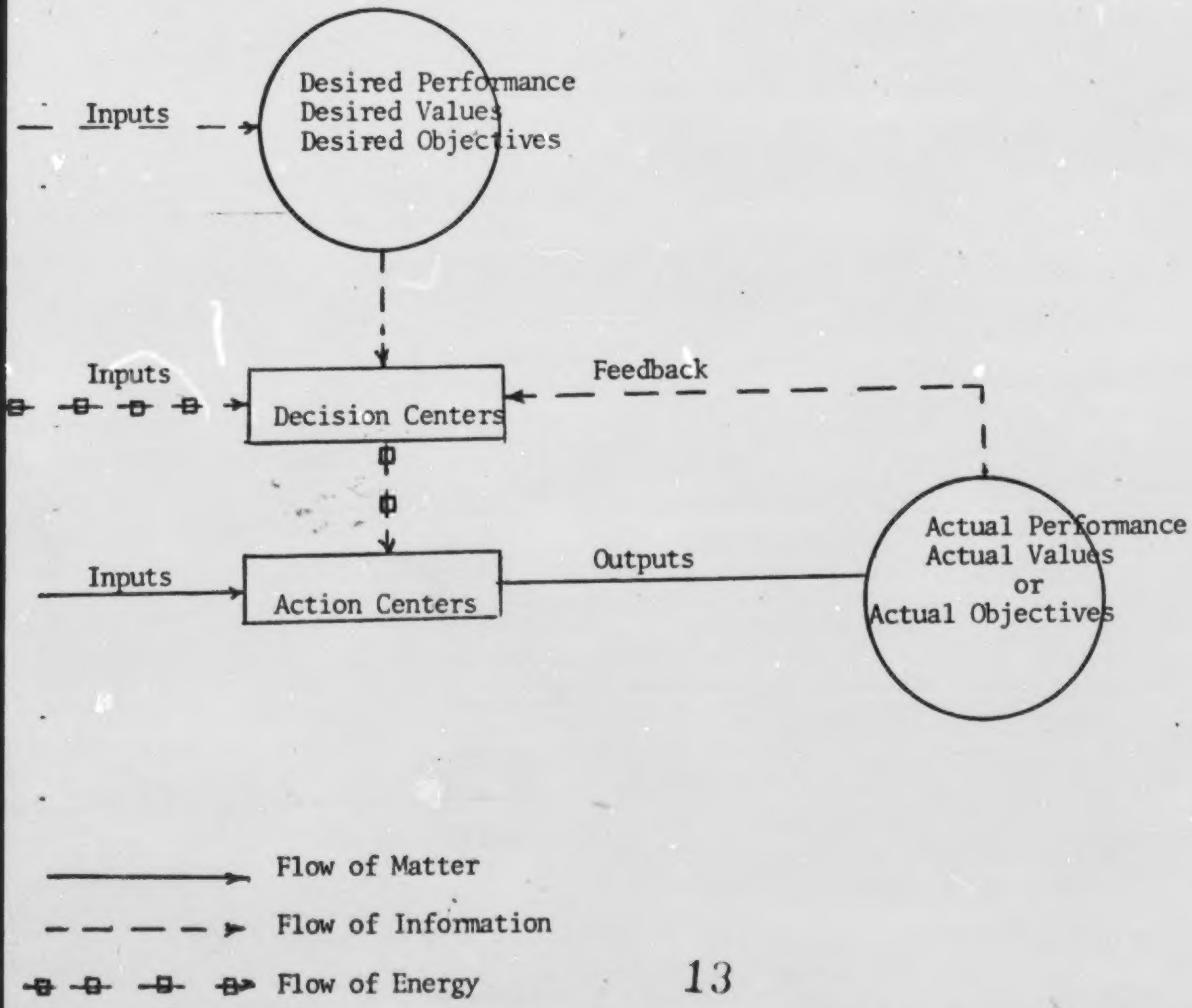
units then are grouped and controlled by higher level administrators until finally there is only one supreme official at the apex. Responsibility and authority are delegated and follow the physical structure of the organization with performance rewards given to organization members based on their job performance.

Traditional organization theory has been the bulwark of organization design in the Western business community for some time and still finds certain applications in situations of today. It is, however, subject to some serious criticism. Traditional theory lacks precision, or a comprehensive framework for analysis. Job specialization, inherent in the Traditional approach, fails to effectively tap the multiple capacities of people. Specialization, in the traditional sense, narrowly defines job skills and alienates the reasonable consideration of human values which significantly affects worker production. Worker production suffers as a result of imagination stiffling, boredom from repetitive tasks, and the loss of individual feelings of importance and ability to make contributions.

FURTHER ORGANIZATIONAL DEVELOPMENT

Expansion and modification of the Traditional approach over recent years has resulted in a thought process which is making viable contributions in the analysis of organizational profiles. Basically, the organization is still designed for the accomplishment of objectives. Modern ideas, unlike the traditional theory, represent an unstructured and creative attempt to provide conditions which facilitate optimal attainment of objectives. The emphasis then is to create systems which control and encourage desired employee behavior. The individual knows the expected behavior as a consequence of his job. Additionally, the organizational information structure allows each worker to know the behaviorial possibilities of others within any particular work area. Such a situation allows the individual to better estimate the consequences of his actions. This enhances progressive and rational behavior. Organizational design should capitalize on the potentials of rational behavior so that indivual employees' goals within the organization coincide with the goals of the organization.

A simple illustration of a general framework for organizational design appears below:


Inputs
Desired Performance
Desired Values
Desired Objectives
Inputs
Decision Centers
Feedback
Inputs
Action Centers
Outputs
Actual Performance
Actual Values
or
Actual Objectives
Flow of Matter
Flow of Information
Flow of Energy

This illustrative example shows the idea of overall organization design. Multiple subsystems exist which may be analyzed in a similar fashion, and it is the flow of matter, energy, and/or information which provides the connections of subsystems.

TYPES OF ORGANIZATIONS

Organizations, whether in the design states or as a "going concern", are generally catagorized and identified according to one of several general types. The line organization is highly centralized along the traditional theory idea. The line organization is characterized by a small span of supervisory control, narrowly defined job areas, and narrow lines of communication flows. This structure finds application in military structures and in situations where technical objectives with critical time elements must be met. As one might suspect, the line organization represents the oldest type with somewhat limited modern application. It does, however, provide the operational base for change. The logical modification results in the line and staff organization. Here, the line structure is supplemented by a staff function which provides advisory and analytical input to upper management for the decision making process. Although staff positions have little or no authority, the advisory service performed allows some flexibility and operational sensitivity to transpire within the line organization. The line, functional staff, and committee organization represents yet another and more complex organizational structure. The concept of functional staff allows use of limited authority given to staff personnel for special projects where activities are coordinated with consultation with affected line elements. Such an arrangement adds considerably to the operating perameters of larger organizational structures. If a committee structure is incorporated in addition to the functional staff and line systems, management at the policy making level is able to capitalize upon the ideas and capture the enthusiasm of subordinate managers because lower management is participating in program development as well as program implementation. Generally, committee structures are used for special project activity though standing or full time committees are fairly common. A committee itself represents a sort of mini-organization concept. Important considerations are:

1. Committees should grow from a need that is recognized by representatives of the departments and personnel affected.
2. Personnel of a committee should be representative of the function as well as the personnel affected and should represent variations in opinion among personnel.
3. Duties, authority, and responsibility must be clearly defined.
4. The organization and operation of a committee should be a cooperative development.

FUNCTIONS OF AN ORGANIZATION

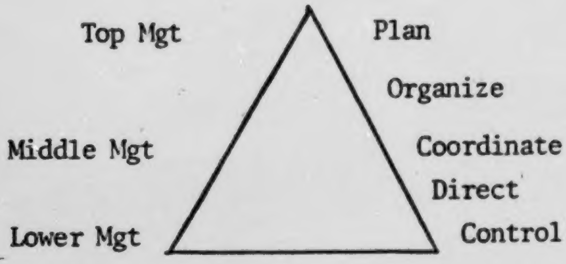
Although the structure and design of an organization are important for directing human behavior, the organization gains dynamic momentum only when human activity occurs within it. This activity or behavior serves to give the organization its operating characteristics through certain identifiable functional areas. These functions follow a logical sequence for any given project:

1. Planning

2. Organizing
3. Staffing
4. Directing
5. Controlling
6. Review
7. Budget

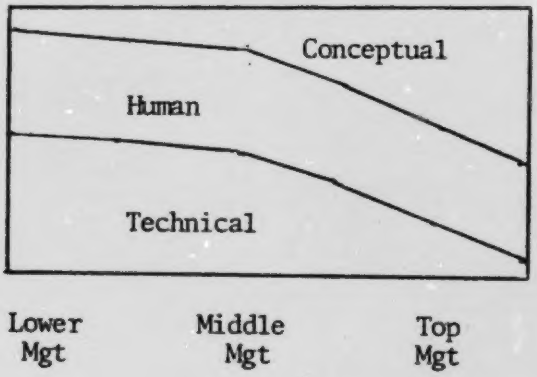
SUMMARY

In both the West and non-west, organizations have identifiable characteristics in structure. Although functions within an organization are less well defined, certain generalizations can be made.



With regard to structure and function, the diagram illustrates the various functions and the management level where these functions are important. Coordination is principally a function of middle management. Of course, all functions are performed at all levels to some degree, but particular emphasis does occur at particular management levels.

Managers must possess certain skills if the organization is to function. These skills may be classed into three general categories -- conceptual skills, technical skills, and human skills. Conceptual skills are vital to top management's role. Human skills are necessary for all managers at all levels and in all systems (West or non-west). Technical skills (in the management sense) are those skills most necessary at the supervisor level.



Conceptual Skills

1. External environment analysis
2. Policy making
3. Company goals identification

Technical Skills

1. Operational problem solving
2. Safety
3. Production Management
4. Report writing
5. Quality Control
6. Personnel Administration
7. Financial Management (operational)

Human Skills

1. Motivation
2. Morale
3. Communication
4. Human Relations
5. Leadership

Organizations, then, are a product of human development -- an intentional and carefully designed structure, sensitive to both internal and external demands, allowing the accomplishment of recognized goals. Organizations provide the medium necessary to transform human behavior into tangible goals in a variety of environments. In more recent years, the functions of an organization have become more responsive to human needs and problems so as to optimize scarce resources which also include material and money.

Organizations, then, have an identifiable structure as well as certain basic functions common to all activities. The question now is, what are the major operational areas for which an organization is required in the business world?

In general, there are six basic organization operational areas. Product development must be a continual effort if a company is to exist. The elements of competition and consumer demand emphasize the importance of an effective research and development activity even in service oriented organizations. Of course, the going concern has a requirement for certain raw materials which is satisfied by a purchasing function. Here, the on going activities of procurement, material investigation, and perhaps subcontracting, storage, or transportation insure adequate material input for production. Industrial relations is the "People control" area where personnel recruitment, employee problems, administration of employee benefits, and other human resource considerations are implemented. Manufacturing or service activities comprise the actual output facilitation and is the operational area supported by all other aspects of the going concern. Sales of goods and services and their distribution are the responsibility of the marketing effort. Dispersion of output is of critical importance to the survivability of a company. Monitoring and control of activities and their coordination is made possible by internal finance and office services. Desired money flows and administration go far in giving life blood to organizational activities.

Reference: Industrial Organization and Management, Bethel, Atwater 1962

Formal Organization, Carezo, Yanougas 1967

COMPARISON OF WESTERN AND NON-WESTERN ORGANIZATIONAL ASSUMPTIONS

WESTERN ORGANIZATION	NON-WESTERN ORGANIZATION
Task Orientation	Personal Orientation
Corporate Sense of responsibility	Factional sense of responsibility
Open and objective information flow	Restricted information flow
Feedback decision making/planning process	Feedback decision making/planning process
Delegated responsibility and authority	Delegated responsibility but not authority
Individual is trustworthy and motivatable	Individual is trustworthy if he is a member of the same faction, untrustworth and unmotivatable if he is not.

WESTERN CIVILIZATION - A MANAGEMENT OVERVIEW

LECTURE TWO

SUMMARY

PART I

PART I

WESTERN CIVILIZATION, A MANAGEMENT OVERVIEW:

I. CHRISTIANITY AND MANAGEMENT - THE MEDIEVAL CHURCH AS AN ORGANIZATION:

1. Religion as a basis for organization and motivation
2. Religion as a guarantor of individual rights
3. Religion as a definition of social life.

II. EROSION OF CHURCH POWER - THE BEGINNING OF INDIVIDUAL ALIENATION

1. Rise of the nation state
2. Beginning of European national development.
3. The scientific revolution as an eroder of church power

III. DEVELOPMENT OF THE SCIENTIFIC METHOD

1. Kepler and Copernicus, the isolation of the individual
2. Dieism and the French Revolution (the individual rights of man)

IV. THE 19TH CENTURY, ROBBER BARON CAPITALISM AND THE DEVELOPMENT OF THE MODEL APPROACH TO PROBLEM SOLVING IN THE SOCIAL SCIENCES:

1. Individual alienation
2. Weber, Durkheim, Darwin and Freud
3. Social Darwinism and the misapplication of social theory as an enhancement to alienation

V. THE DEVELOPMENT OF MODERN MANAGEMENT THOUGHT:

1. Taylor and Scientific management
    - a. An offshoot of Weber
    - b. As a means of increasing production to provide workers a better living.
    - c. Time and motion study - Industrial Engineering and the further alienation of the individual.
2. Fayol and the theoretical codification of management thought

   3. Munsterberg and the beginning of the behavioral school

VI. MODERN ORGANIZATION AND APPROACHES TO MANAGEMENT
   1. Centralized (Theory X)
      a. Authorization
      b. Over control in preference to under control
   2. De-centralized (Theory Y)
   3. Shift from labor intensive to technologically intensive solutions
   4. Growing awareness of the need for decentralization as a product of complexity

VII. SUMMARY
   A. The 2000 year process that has led to modern western management thought and techniques
   B. Post lecture questions and background to Part II.
      1. In your experience how does functional management compare with non-western management?
      2. Should a western organization when it attempts to interact with a non-western organization be centralized or decentralized?
      3. What are some of the psychological aspects of management?

PART I

LECTURE NARRATIVE

WESTERN CIVILIZATION - A MANAGEMENT OVERVIEW

I. Part A: The Intellectual and Academic Foundation of Modern Management

II. Part B: Western Management Specialists and Practices in the 19th and 20th Centuries

References: George, Claude S. *The History of Management Thought*, Prentice Hall Inc., Englewood, N. J. 1968.

Veblen, Thorstein, *The Theory of the Leisure Class*

Weber, Max, *The Protestant Ethic and the Spirit of Capitalism*, Charles Scribner's & Sons N.Y., 1959

Behrman, James H. et al, *A Systematic Appraisal of Management Philosophies*, Graduate Paper 1972

Table 2-1, *Pioneers in Management and Their Contributions*

Class Time: Approximately 1½ hours

Part A: The Intellectual and Academic Foundation of Modern Management--An Historical Appraisal

I. Outline

a. Goals

1. To provide an overview of the impact of scholars and research on the development of modern management.

2. To illustrate the impact of their ideas upon the development of 19th and 20th century organization.

b. Introduction

c. The Establishment of Western Man as a Measurable Unit of Production/The process of Alienation and Management.

d. Max Weber and the "Model" approach to social research.

e. Applications of the model theory, the 19th century entrepeneur.

f. Summary

g. Conclusion of Part A.

PART I

WESTERN CIVILIZATION - A MANAGEMENT OVERVIEW

PART A

INTRODUCTION

Western social research has played a tremendous role in the development of Western management practices, theories, and structures. In the late 19th century, this was particularly true of the work carried out by management specialists like Henri Faol (1841-1925) or Frederick W. Taylor (1856-1915). Yet the research of these specialists has as its conceptual base a broad and profound body of research whose influence stretches across much of Western society.

This lecture will provide a minimal appreciation of that larger conceptual base as well as an outline of the major contributors to the art and science of modern management. At the same time, it will provide some insight into the transformations which this research process worked upon managerial and organizational structures in the 19th and 20th centuries.

THE ESTABLISHMENT OF WESTERN MAN AS A MEASURABLE UNIT OF PRODUCTION - THE PROCESS OF ALIENATION AND MANAGEMENT

I. From Copernicus to Social Darwinism - Industrialism Scientific Methodology and the Quantification of the Individual

After the Roman Empire's collapse (circa 946 A.D.), Western man increasingly looked to the Catholic Church as a source of organizational and directional stability. Church Doctrine held that since man was God's creation, both the earth and man were the center of existence. In effect, this precept contributed to the rational for everything from affirming the Church's role in political affairs to establishing a basis for the organization and construction of such massive public works as Notre Dame or the Cathedral at Chartes. The influence of the church on an individual's life is demonstrated by Thomas Becket's (in his position as Archbishop of Canterbury) ability to defy the king of England through threat of excommunication.* The rationality of the Church's organizational structure is illustrated by the fact that it was virtually the only organization in Western Europe that routinely maintained a staffing function prior to the inauguration of the German General Staff.

The development of Western scientific methodology and philosophy eroded this concept and gradually replaced it with a body of thought that made modern management techniques possible. The work of men like Copernicus (d. 1543) or Kepler (d. 1630) provided concrete evidence for the ancient Greek speculation that the earth revolved around the sun, and that the sun itself was only one star in a virtually infinite universe. Renet Descarte provided an approach to scientific epistomology that is still an apriori assumption for objective investigation. In the modern play Galileo, Berthold Brecht supports the contention that the Church reacted to this threat by executing anyone who pursued science too far.

---

*In modern literature T. S. Eliot's Murder in the Cathedral is probably the most interesting account of this story.

Nevertheless, Industrialism, the French Revolution, and the Protestant Reformation combined to alienate Western man from those aspects of society (land & religion) which had previously been his best source of security. Beliefs in predestination, eternal damnation, nationalism, and theories of social contract destroyed the unity which the individual had obtained by belonging to a spiritual and feudal "Volk". For worker and manager alike, industrialism was an approximate synonym for regimentation, if not exploitation. The prevailing philosophy, economically, consisted of Adam Smith's laissee faire capitalism. The impact of this upon management can be seen in the massive protests which developed against the coercive measures which were increasingly employed to obtain objectives. Dickens, Swift, in fact much of the 18th century's best literature made continuous attacks against the amoral excesses of the new managerial classes.

MAX WEBER AND THE "MODEL APPROACH" TO SOCIAL RESEARCH

As Western man became individualized, he and his society became increasingly subject to studies designed to measure and define the course of Western economic and social development. Scholars like Max Weber or Emile Durkheim gathered encyclopedic quantities of historical and statistical data. Weber's thesis that "Capitalism was the social counterpart of Calvinist theology"*, was a generalization based upon a societal model that took years of research to build. Weber and his contemporaries dealt with that which was representative for an entire society or social institution. They were interested in an individual's

* Max Weber, The Protestant Ethic and the Spirit of Capitalism, op., cit., p2. For a synthesis of the Weberian approach together with a study of the psychological aspects of alienation,see Eric Fromm, Escape from Freedom.

experience only to the extent that experience was relatable to, and representative of, a particular social context or institution.

Accuracy of the generalizations derived from Weberian models depended upon the accuracy of the data upon which the model was based, and the applicability of the model as defined by the assumptions which dictated its construction. Both Durkheim and Weber followed this pattern. Durkheim used statistics to define the circumstances and personalities necessary to commit suicide. Weber sought to define the attitudes and social institutions necessary for development of certain patterns (eg. capitalism, religiosity, authoritarianism, etc.). Another scholar, Sigmund Freud, used this approach to establish a basis for analyzing and quantifying personality.

APPLICATIONS OF THE MODEL THEORY, THE 19TH CENTURY ENTREPENEUR

By the later part of the 19th century then, techniques of social analysis had been developed which permitted, encouraged, and explained individual alienation. Although Weber and his colleagues deplored the de-humanizing factors inherent in this approach, capitalists and society in general used the techniques and results to justify positions that would later become untenable.

Charles Darwin's 'Theory of Species,' is an excellent example of this. As a biologist/philosopher, Darwin developed an explanation for the evolution of life based on a concept he termed 'survival of the fittest.' The methodology he employed to establish this was familiar to both his scientific and social scientific (i.e. Weber & Durkheim) contemporaries. His goal was to establish generalizations about the historical evolution of plant and animal life. His technique consisted of gathering fossil and contemporary data throughout the world until a point was reached such the he could perceive a "model" of evolution. The model, in turn, provided the generalization.

Managers and entrepeneurs took this concept, however, and transformed it into a rational for a-social behavior. When queried about the lack of responsibility his corporate manipulations showed towards small businesses, John D. Rockefeller replied, "God gave me my money!" Andrew Carnegie built libraries for workers who were illiterate, and felt that the existence of his power was adequate justification for it. Darwin maintained that certain species survived and prospered because they were environmentally better adapted than others. The 19th and 20th century "captains of Industry" justified themselves in the same way, with the addition that for them "capitalism" was "the counterpart of Calvinism." This philosophy, that might makes right, collected under the misnomer of "Social Darwinism."* Both Social Darwinism and the processes of alienation that had begun during the Renaissance increased the use of coercion and de-humanization.

Upton Sinclair, in The Jungle, demonstrates this in the Chicago meat packing industry of the 1890s. In fact, a whole genre of documentary and fictional literature, the "muckrakers", developed around this process. Theodore Dreiser's Sister Carrie and I.M. Tarbell's The Octopus had a shared cause in their perception of the results of "robber baron" management.

---

* Richard Hofstadter, Social Darwinism in American Thought, McGraw Hill, 1968.

SUMMARY

By the first part of the 20th century then, the following patterns had developed which profoundly affected Western management thinking:

A. Alienation of the individual through religious, economic, and social pressures led management to increasingly regard workers as replaceable units of production. This, together with Social Darwinism led to the widespread use of organizational controls and practices that achieved objectives through coercion, not motivation.

B. A second, and indirect, result of this alienation process was the development of "model" theories of scientific and social analysis. Although in themselves either humanistic or a-humanistic, these theories were often misused or misapplied by society and management as a whole. They did, however, permit the quantification, objectification, and analysis of virtually any social institution or manifestation. The goal of these modular approaches was to derive a generalization or theory which would permit control and/or manipulation of a given situation or organization.

CONCLUSION

As Part B will demonstrate, the process of interaction between alienation Social Darwinism and the "model" system generated a variety of problems both for management and for those scholars whose research centered around management. These problem areas were:

A. The data base which the Weberian "school" developed was based on European history and statistics. It soon became apparent that this base and the models and theories it precipitated was neither transferrable, nor generally applicable to non-Western societies. Consequently, characterization of non-Western bureaucracies, religions, etc., became subject to increasing criticism.

B. Misunderstandings of the contexts in which these "model" analysises were designed to operate, led to misapplication. Yet, management theorists in particular have complained that their model-derived ideas are misunderstood and misapplied up to the present.

C. As difficulties appeared in deriving correct generalizations from models, many sociologists turned from this "qualitative" approach to a "quantitative" one. Scholars like Talcott Parsons did, and do, massive statistical studies to reach conclusions that someone like Weber would reach intuitively. In consequence, research, particularly at the graduate level, has occasionally acquired a non-creative air of quantitative repitition.*

* For confirmation and explication of this point, see Norbert Wiener, The Human Use of Human Beings, Harper Books, 1968. For a modern and effective example of this approach that includes an analysis of the effect of alienation on society, see David Reisman' The Lonely Crowd and Faces in the Crowd, Bantam Books, 1964 and 1966.

Management Training Course-- Initial Phase

Part B: Western Management Specialists and Practices in the 19th and 20th centuries.

I. Outline:

a. Goals

1. To relate the foundation established in Part A to the development of 20th century Management philosophies and techniques.

2. To provide a basis for the development of a comparative and temporary management model which can be modified as the course develops.

3. To provide an overview of the major management thinkers and their contributions in the 19th and 20th centuries.

b. Introduction: Forces and influences that directly influenced the development of modern management and administration.

c. The founders of modern management.

d. A modern management model.

II. Handout: pps xiii-xviii of Claude S. George, The History of Management Thought op., cit., Part B. of the lecture.

III. Reference: Claude S. George, The History of Management Thought, op., cit.,.

PART B

INTRODUCTION---FORCES AND INFLUENCES THAT DIRECTLY INFLUENCED THE DEVELOPMENT OF MODERN MANAGEMENT AND ADMINISTRATION.

The American Civil War (1861-64) marks a turning point in the pressures which industrialism exerted on management. During the first half of the 19th century, intellectuals and "enlightened" entrepeneurs occasionally attempted to improve managerial approaches with respect to the motivation, organization, and division of labor. After 1800 Watt and Boulton tried to motivate their employees through introduction of an 'incentive' system. Around 1810, Robert Owen attempted a comprehensive restructuring of his employees' environment. At his factory in New Lamark, Scotland, workers were encouraged to take an active role in directing and controlling their working environment. In 1820, James Hill developed techniques for time and motion study. Nevertheless, throughout this period there was a general failure to coalesce and organize management functions into a concrete, objective, system. Managers and entrepeneurs had little incentive to improve working conditions. Employees were neither sufficiently well-educated, nor adequately organized enough to exert pressure for change. In consequence, managerial thought and practice was dominated by labor intensive approaches to problem solving. Low wages, long hours, and the relatively unsophisticated level of Western technology prevented development of techniques for motivating and efficiently utilizing an employee. The process of alienation and standardization had become so prevalent that managers and workers alike became subordinated and subservient to its influence. There had been no general realization that as the degree of sophistication required to function in a technological environment increased, alienated employees could not be trusted to function efficiently.

The Civil War altered this in two ways. First, it stimulated the rapid development of heavy industry and raised the technological level that was required to run industry. Secondly, mass movements of supplies and troops required the creation and utilization of organizational and managerial techniques that had previously been unneeded or uneconomical. Inflation, an increasingly sophisticated technology, and non-replaceability of specialized labor began the elimination of labor intensive solutions as a management tool. By the last thirty years of the 19th century, "managers...began to realize that they, too, had problems in management, and this...ushered in the beginning of the movement for scientific management."*

THE FOUNDERS OF MODERN MANAGEMENT

During the Civil War, specialists like Henry R. Towne and Henry Metcalf devised and applied unified systems of management that substituted systems of control for actual supervision. In terms of problem solving, each act, each part, each problem was viewed in the light of its relation to the other parts and to the whole. Managers themselves began to look upon management as a learning process that required the development of professional organizations, research and journals to report on the results of research. The interest in quantitative analysis and the "model" approach to research was increasingly felt as a technique for problem solving.

* George, Claude S., The History of Management Thought, 1968.

Sigmund Freud published Studien uber Hysterie in 1895, Durkheim wrote le Suicide in 1897, and Weber finished Roman Agrarian History in its Significance for State and Private Law in 1891. As part of this environment, Frederick Taylor represents a major transition from traditional to scientific management in a paper entitled "Shop Management" (1903). Taylor provided industrial management and organization with a set of guidelines for production. "In essence what Taylor was trying to say...was that:

> 1. The objective of good management was to pay high wages and have low unit production costs;
> 2. To achieve this objective management had to apply scientific methods of research and experiment to its overall problem in order to formulate principles and standard processes which would allow for control of manufacturing operations;
> 3. Employees had to be scientifically placed on jobs where materials and working conditions were scientifically selected so that standards could be met;
> 4. Employees should be scientifically and precisely trained to improve their skill in so performing a job that the standard of output could be met;
> 5. "An air of close and friendly cooperation would have to be cultivated between management and workers in order to insure the continuance of this psychological environment that would make possible the application of the other principles he had mentioned." (p89)

For Taylor, time and motion studies, standardization of jobs and machinery-routing systems, planning, and the other tools he identified as aspects of scientific management were subordinated to the establishment of "An air of close and friendly cooperation...between management and workers." Management then was a concept consisting of five principles: research, standards, planning, control, and cooperation. One or more of these concepts had been used by management specialists long before Taylor. His importance, however, lies in the fact that he was able to conceptualize these ideas and establish a cohesive philosophical system upon which the techniques of management could both rest and be utilized.

Taylor's scientific management model dominated the first third of the 20th century's management almost from its inception. With the exception of Hugo Munsterberg's psychologically based approach and Henri Fayol's management system, the major Western contributors during this period based their work on Taylor's concepts. It could be argued that Fayol himself simply extended Taylor's management theory. Yet Fayol established such a comprehensive, integrated concept that it was more profound than anything Taylor had considered. Fayol divided the Total industrial undertaking into six parts:

1. Technical (production, manufacture, adaption)
2. Commercial (buying, selling, exchange)
3. Financial (search for and optimum use of capital)
4. Security (protection of property and persons)
5. Accounting (stocktaking, balance sheets, costs, statistics)
6. Managerial (planning, organizing, command, coordination control)

For possibly the first time, distinctions were made between management and other parts of an organization not only on the basis of methodology but also in terms of philosophy as well.

By the second third of the 20th century there were four schools of management; the Taylor derived Scientific School, the Munsterberg, Gantt Behavioral School, Henri Fayol's Management Process School, and the Quantitative School.

The Quantitative School developed during the Second World War. It based itself upon Taylor and Fayol and an interdisciplinary approach that provided a concrete methodology for problem solving.

The approach to solving problems using management science consists of:

1. Formulating the problem. This refers to both the consumer's (decision maker's) problem and the researcher's problem.
2. Constructing a mathematical model to represent the system under study. This model expresses the effectiveness of the system as a function of a set of variables at least one of which is subject to control. Variables of either type may be subject to random fluctuation and one or more may be under control of a competitor or enemy.
3. Deriving a solution from the model. This involves finding the values of the control variables that maximize the systems.

Quantitative techniques provide statistical means for establishing the sorts of models Weber, Durkheim and others developed in 1891. The Fayol approach continues to provide a context for the development and utilization of these models.

The process of alienation together with management's orientation towards labor intensive solutions prevented the extensive utilization of motivational tools as a means of increasing efficiency, harmony, and output, until about the second third of the 20th century. Prior to that point management took the results of scientific and quantitative management and used it to establish monolithic, centralized, organizational patterns; Patterns whose effectiveness tended to depend upon the ability of the organization to exist without having to rely on the individual's sense of loyalty, initiative, creativity, or interest in the job. What Weber termed the "Protestant Ethic" masked, to a certain extent, this aspect of the management process. Rising costs of labor, automation, technology that demanded hard to replace technical skills, and greatly improved levels of education uncovered the gap between motivation and output, and forced the initiation of management by objective.

PART I

SUMMARY

LECTURE THREE

Technology and Culture --- The Process of Integration, a Socio-Historical Appraisal

PART I

I. INTRODUCTION TO PART I

- *A. SUMMARY OF PREVIOUS LECTURE*
    - *1. Development of Scientific Management/the centralized vs. decentralized organization.*
    - *2. Western management and organization in the context of a 1,000 year evolution.*
- *B. INTRODUCTION TO LECTURE THREE, TECHNOLOGY AND CULTURE-THE PROCESS OF INTEGRATION, A SOCIO-HISTORICAL APPRAISAL.*
    - *1. The previous lecture dealt with Western management and organization in a historical manner---this lecture will do the same in terms of the Western-non-Western process of interaction.*
    - *2. The process of Western/non-Western interaction is most often seen in terms of imperialism or colonialism. This obscures the processes of national development/attempts made by West and non-West to deal with Western technology and management.*
- *C. THIS LECTURE'S MAIN POINT IS THAT THE WEST HAS FAILED TO IMPART NATIONAL DEVELOPMENT---THE NON-WEST HAS FAILED TO ACQUIRE IT.*
    - *1. WESTERN FAILURE: (NINETEENTH CENTURY)*
        - *a. Western foreign policy objectives*
        - *b. Western economic objectives*
        - *c. Tendency to make incorrect assumptions*
    - *2. 20TH CENTURY INFLUENCE:*
        - *a. Capital Transfusion thesis (Myrdal)*
        - *b. Recognition of need for attitudinal change (Heilbroner)*
- *D. FAILURE OF THE THIRD WORLD TO ACQUIRE WESTERN TECHNIQUES*
    - *1. Lack of realization of the difference between Western structures and the basic assumptions upon which those structures are built.*
    - *2. Lack of realization of the technological basis for the Western decision making process.*
    - *3. Non-adaptation of Western organizations and management.*
    - *4. Egypt and India as examples.*

II. THE PROCESS OF SUCCESSFUL NATIONAL DEVELOPMENT--AN HISTORICAL OVERVIEW

- A. GERMANY AND JAPAN--DEVELOPMENT AND THE HIGHLY ORGANIZED SOCIETY
- B. EGYPT, INDIA AND SOUTH VIETNAM, DEVELOPMENT AND THE FRAGMENTED SOCIETY:
    - 1. Influence of social and organizational factions.
        - a. Govt. vs. internal factions.

III. THE PROCESS OF TECHNOLOGICAL AND MANAGERIAL INTEGRATION

- A. MUTUAL ADAPTATION FOR WESTERN AND NON-WESTERN SYSTEMS ALIKE
- B. DEFINITION OF PROBLEM:
    - 1. INTERNAL PROBLEM AREAS (recruitment personnel utilization)
    - 2. EXTERNAL PROBLEM AREAS (negotiation, planning, interaction)
    - 3. TRAINING PROBLEM AREAS
        - a. Mixture of theory and technique
        - b. Training must be pragmatic (Western responsibility)
        - c. Utilization must be accomplished (non-Western responsibility)
- C. STEPS IN THE SOLUTION: NEXT GROUP OF LECTURES
    - 1. DEVELOPMENT OF BASIC WESTERN/NON-WESTERN PATTERN OF INTERACTION
        - a. Initial Non-Western model.
        - b. Initial Western Model
    - 2. CATEGORIZATION OF NON-WESTERN SOCIETY
        - a. Hydraulic
        - b. Nomado-Urban
        - c. Religio-Colonial
    - 3. DEVELOPMENT OF A COMMON PROCESS OF INTERACTION
        - a. Western interpretation as a basis in the form of Douglas McGregor's Theory X and Theory Y.

4. *STRUCTURE AND FUNCTION OF THE NON-WESTERN MODEL*

   a. *Theory X for structural type problems*

   b. *Theory Y for functional type problems*

   c. *Theory X+Y for specific situations in the a&b context.*

   d. *Structural and functional use of authority*

   e. *Definied responsibility and feedback systems*

5. *IN WESTERN TERMS A SUMMARY OF X+Y MODEL*

Situation/Response	*Action taken/eg type of stimulus*
Theory X	*Issuance of directives*
	Internal & external threats
	Formal interaction with other organizations
Theory Y	*Recruitment*
	Procurement
	Task Accomplishment
Theory X+Y	*Assignment of objectives*
	Task accomplishment
	Procurement
	Recruitment
	Informal interaction with other organizations

6. *PROBLEM AREAS IN THE PROCESS OF X OR Y AND X+Y INTERACTION*

   a. *X+Y preference for labor intensive solution*

   b. *Relative inflexibility of Western system*

   c. *Corrosive aspects of Western/non-Western interaction.*

D. *PATTERN OF INTERACTION BETWEEN WEST AND NON-WEST*

   1. *Initial*

   2. *Intermediate*

   3. *Final*

IV. SUMMARY:

A. UTILIZATION OF DIAGRAM SECTION TO SUM UP.

B. NEXT STEP--DEVELOPMENT OF A WESTERN MODEL IN LIGHT OF THE INTERACTIVE PROCESS FOLLOWED BY A STEP-BY-STEP DEVELOPMENT OF SPECIFIC PROBLEM AREAS.

References:

Cook, M.A. ed. Studies in the Economic History of the Middle East, London, Oxford University Press, 1970

Issawi, Charles, Egypt in Revolution, an Economic Analysis, London, Oxford University Press, 1963

Lerner, Daniel, The Passing of Traditional Society, Modernizing the Middle East, London, Collier Macmillan Ltd., 1964

Nyrop, Richard F., et. al., Area Handbook for the Republic of Turkey, U. S. Govt. Printing Office, 1973 DA. Pam 550-80

Smith, Harvey H., Area Handbook for the United Arab Republic (Egypt) U. S. Govt. Printing Office, 1970, DA. Pam 550-43

Toynbee, Arnold A., A Study of History, volumes 8 & 9, Oxford University Press, London

Weiner, Myron, Modernization: The Dynamics of Growth, Basic Books, 1966

National Industrial Conference Board (NICB), The World of Work and The Behavioral Sciences

INTRODUCTION

It is unclear what influence Western management and technology has had on the developing world. Brazil has one of the highest economic growth rates in South America. Yet many attribute this to the influence of Western dominated multi-national corporations. The Aswan dam's economic potential is used as justification for its construction. The dam's impact on Egypt's rudimentary agriculture has considerably and adversely qualified that justification however. The British were intimately, if not progressively, involved in Indian development for more than 300 years. Modern India none-the-less reports smallpox on an annual basis. France fought for control of North Africa from about the middle of the 19th Century to the middle of the 20th, and a forced evacuation from Algeria was the result. In short the Third World may seek Western economic infrastructures and standards of living, but they do not seek to integrate themselves with Western managerial/political or social structures.

THE FAILURE OF WESTERN ATTEMPTS TO IMPART NATIONAL DEVELOPMENT

Explanations for this "de-Westernization" list the impact of Western political thought and two world wars as the cause of Western failure to maintain its position in the Third World. This explanation obscures a more relevant discussion of the effectiveness of Western attempts at imparting the process of national development. For example, the 19th century British administrator to Egypt, Lord Cromer, was limited by the nature of British involvement and by Western theoreticians. "Victorian conventional wisdom...'assumed'... that the development of a country's economy followed more or less the same pattern wherever it occurred." (Cook p.487) Cromer's approach was itself "...reinforced by what he took to be political necessity." (Cook p.487) British involvement in Egypt was shaped by a desire to achieve foreign policy objectives and by financial interest. The net effect of the "domino" theory indicates a similar approach to the type of American developmental assistance offered to the Third World.

Too, the West has virtually failed to develop a consistent theory for the impartation of technological and managerial thought to the non-West. Partially, this is due to a lack of awareness that Western systems are "modularly" different from their non-Western equivilants, and partially it is due to the fact that foreign policy has too often determined the nature and quality of national development assistance.

Western scholars have developed two general approaches to national development. The first school, represented by the work of men like Gunnar Myrdal (Asian Drama et.al.) maintained that capital transfusion from the developed nations to the Third World provides an adequate solution to the problem of technological and managerial transference. The second group, consisting of the work of men like Robert Heilbroner, Daniel Lerner (The Passing of Traditional Society the Process of Modernization in the Middle East) or Manfred Halpbert (The Politics of Social Change in the Middle East and North Africa) saw the problem in non-economic, attitudinal terms. Both groups, however, tend to ignore both the profundity and the specialized, qualitative nature of their problem. Both Lerner and Myrdal have done extensive work based on statistical analysis. But neither Lerner nor Myrdal is a specialist in a given geographic area of the Third World. In consequence their argument is limited by the fact that for much of the Third World an adequate statistical base for the development of a generalized model does not exist. Even where sufficient quantities of information does exist, lack of cultural specialization makes it virtually impossible for either of these schools to accurately evaluate it. These schools did however, demonstrate the need for attitudinal change as a basis for the successful implementation of Western technical and administrative thought. Lerner's example of the relationship between mass media, class level, and the degree of technological or managerial awareness, is a classic illustration of this.

As Western theorists have failed to grasp the specialized nature of their problem, so too have the Western powers in their political and diplomatic involvement in the non-West. In North Africa and the Middle East, France tried to impart national development by restructuring the local environment to make "Frenchmen" out of the indigenous population. The British also attempted to do this through the introduction of a standard bureaucratic, political, and educational system throughout their empire. Yet the system itself was destroyed and or absorbed by the very natives it sought to train. Cromer's philosophy that attitudinal reform would begin by training top administrators and then encouraging them to filter their training downward through the local administration was a failure. Egyptian and Indian administrative systems took on a Western structure. But in function, activity occurred along much the same pattern that it had for the previous 2,000 years. The current unuseability of Indian bureaucracy bears witness to the result of utilizing Western technique and structure without a concurrent adaptation of Western theory and assumption.

FAILURE OF THE THIRD WORLD TO ACQUIRE WESTERN TECHNIQUES IN A PROFOUND MANNER

The Third World itself appears to be generally unaware of the issues involved in acquiring Western technique. Too often, multi-national corporations have been invited to establish basic industries at the expense of more profound, but slower attempts at meaningful social change. Brazil for example, has given a free hand to the internal operations of foreign owned corporations. In consequence, local enclaves of managerial and technical expertise have developed that exist in a virtual sea of economic and educational poverty. In both sub-Sahara Africa and South America multi-national corporations have been allowed, if not encouraged to adopt models of operation that are based on technologically intensive solutions. These solutions establish narrow segments of highly trained personnel who are tied to the corporation by the speciality of their training and by their standards of living, this makes it virtually impossible to disseminate that training and standard of living to the rest of the developing society. As this approach to " "development" gains a hold over the host country's economy it becomes increasingly difficult to adapt the processes of production in such a way as to provide work or training for large segments of the population.

THE PROCESS OF DEVELOPMENT--AN HISTORICAL OVERVIEW

Historically, the process of development has taken different paths in different parts of the world. In Europe for example, Germany began the process of industrialization after the Napoleonic Wars, almost two hundred years after France and England instituted a factory system. The stimulus for this transformation was the French military success in Europe. Yet from Napoleon's defeat in 1812 the German Government required another 36 years to become organized and directed towards national development (the Revolution of 1848). After 1848 it required an additional 50 years to make concepts of industrialization and management pervasive throughout German society. Politically, accomplishment of this required two major wars (the Napoleonic and the Franco-Prussian War of 1871) and the threat of a revolution (The "Revolution_ of 1848). The Soviet Union, as Boris Pasternak wrote, 'required a revolution that destroyed the house of Russian society down to its cellar,' and China has apparently followed this pattern as well.

Japan, prior to 1853, consisted of a semi-feudal society that neither sought nor was interested in the possibilities of technological development. The upper or Samauri class lived by a code of chivalry (bushido) that both dictated public conduct and formed a relatively tight organization for administering society. Admiral

Perry's visit and the consequent advent of Western technology, together with the impoverishment of an important segment of this class, stimulated the process of national development. Individuals and groups of Samauri traveled to Europe and the United States in order to acquire Western organizational and technological expertise. As they returned their own class provided capital and an organizational base for rapid utilization of that expertise. Since the rest of Japanese society was just as rigidly defined and subordinate to the Samauri, labor pools could be rapidly and efficiently organized. Nor does Japan appear to have been as deeply affected by Confucianism and other aspects of Chinese thought that are apparently detrimental to the efficient acquisition of Western thought. In consequence the Japanese have made an orderly transition from underdeveloped to developed without destroying the unique aspects of their society and without consigning the majority of their people to poverty and illiteracy.

In Egypt and the Ottoman Empire however, both Muhammad Ali and the Turkish Sultans made the mistake of disassociating Western technology from the assumptions upon which that technology is based. As a response to Napoleon's occupation of Egypt, Muhammad Ali attempted to establish a viable, Western type economy. Students were sent to Europe, factories built, and limited attempts were made to develop economic planning. Slightly prior to this, the Sultan's ambassador to France wrote Istanbul to the effect that, 'the French have factories capable of producing 1000 rifles per day. They produce clothing and food enough to equip and feed an army without reducing the people's standard of living. May Allah aid us in defeating these barbarians!!!' Behind these two processes lies the assumption that acquiring the results of Western technique (i.e. factories, modern military equipment etc.) is equivilant to establishing a society capable of matching the West in economic terms.

STATEMENT OF THE PROBLEM: THE PROCESS OF TECHNOLOGICAL AND MANAGERIAL INTEGRATION

The question remains then as to the means by which Western technology and organizational approach may be meaningfully adapted to the non-West. Non-Western societies often have a rich and effective social tradition that functions effectively within the context of its own, historically derived, environment. Inputing Western management and data processing techniques into that environment without including the theoretical and attitudinal assumptions on which Western technology is based quickly becomes an exercise in futility. Often the recipients of these techniques either do not comprehend the profound effect which 'Westernization' exerts on an organizational structure or are theoretically unaware of their own organization to a degree that would permit its effective adaptation to Western approaches.

The same criticism, with modifications, could be made of Western "advisory" personnel. Western advisors are often "second echelon" specialists. Their expertise prior to acquiring the advisory role is too often in developed, functioning, organizations. Although experts in their area, they tend to lack perception in the special problems involved in establishing a Western Type management, or technological system in a foreign environment "from the gound up". When combined with the fact that middle to upper middle level managers of indigenous organizations are often unwilling to accept the conditions which a Western type organization requires, these problem areas represent a major source of the difficulty in successfully introducing Western systems into a non-Western environment.

FIRST STEP IN SOLVING THE PROBLEM: DEVELOPING A GENERAL MODEL APPLICABLE TO NON-WESTERN ORGANIZATIONS.

To develop these points in a fruitful fashion it is necessary to cast the non-Western organization "model" into Western terms in order to establish a basis for *defining the place of Western organizational and managerial theories with respect to the non-West. Across the spectrum of traditional (ie. historical) societies there are approximately three bureaucratic models that must be accounted for:*

1. *Hydraulic: In this case, social organizational and b ureaucracy have been shaped by the need to move water onto or away from the land. Incidence of the pattern that developed this type of society is highest in Asia, the Indian subcontinent, and some parts of the Middle East.*

2. *Nomado-urban: Here, social organization, bureaucracy, and management have been determined by a historical process of conflict and interaction between nomadic and urban cultures. In the course of this interaction, each side developed its own management system which coalesced as a reaction to external and internal pressure. As fusion occurred, these two groups developed a highly integrated and flexible management structure. This system occurs in the Middle East, North Africa, and Afghanistan.*

3. *Religio-colonial: This system developed as a direct result of the Spanish conquest of South America. It is essentially a fusion of church and state into a form somewhat reminiscent of the medieval European church-state relationship outlined in the previous lecture. This system is inherent to much of South and Central American and those non-Western areas that were extensively colonized by Spain.*

There are, of course, many significant differences among these systems. Yet in terms of the process by which they interact with the introduction of Western management there exists a common process that must be recognized and dealt with as a means of establishing a basis for Western/non-Western interaction.

MCGREGOR'S MODEL--A BASIS FOR INTEGRATION

Douglas McGregor's theories of organization provide an interesting starting point for this. McGregor maintained that organizations follow one of two patterns of management and organization. These two patterns are derived from the organization's assumption with respect to human behavior and motivation. McGregor's Theory X type organization believes that:

1. *"The average human being has an inherent dislike of work and will avoid it if he can."*

2. *Because of man's dislike of work, he must be coerced, controlled, directed, or threatened with punishment to get him to put forth adequate effort toward the achievement of organizational objectives.*

3. *The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all." (NICB p.12)*

MCGREGOR'S TYPE Y ORGANIZATION HOLDS THAT:

1. *"The expenditure of physical and mental effort in work is as natural as play or rest."*

2. *External control and the threat of punishment are not the only means of getting men to work toward the organization's objectives. Men will exercise self-direction and self-control toward achieving objectives to which they are committed.*

3. Commitment to objectives is a function of the rewards associated with their achievement (esteem and self-actualization for example).

4. Average human beings learn, under proper conditions, not only to accept but to seek responsibility.

5. Most people are capable of a relatively high degree of imagination, ingenuity and creativity in solving organizational problems.

6. Under the conditions of contemporary industrial life, the average person's intellectual potentialities are only being partially utilized." (NICB p.13)

McGregor would maintain that Western organizations fall into a management range or pattern that extends between the two theories outlined above. The problem then is to join Theory X and Theory Y to the organizational/managerial pattern utilized by the non-Western structures which have also been previously mentioned.

STRUCTURE AND FUNCTION OF THE NON-WESTERN MODEL--MCGREGOR'S INTERPRETATION

Hydraulic, nomado-urban, and religio-colonial structures all have the following management/administrative patterns in common:

1. Structure and function are separate in the sense that certain types of problems are dealt with by the organization's formal system/structure, certain types of problems are dealt with through a functional pattern conducted inside the organization, and certain others are dealt with through a process of structure/function interaction.

2. Structural problems generally are of a Theory X nature and often involve a threat to the organization as a whole.

3. Functional problems are usually of a Theory Y nature and involve utilization of an informal decision making process.

4. X+Y interaction often occurs when the organization is faced by problems derived from having to deal with a Western organization.

5. In consequence of 1-4, an observer often sees a process involving the use of centralized authority and the use of motivation, depending on the point in the system that is under observation.

6. Areas of departmental or individual responsibility are often overdefined or overlapped. This forces decisions/information upward and thereby confirms the control and authority of upper levels. Individuals and middle levels tend to refuse or shirk responsibility. This is particularly apparent in Theory X situations.

7. Parallel to 6, a complex, effective, "feedback" system exists which in Theory Y situations stimulates an interactive process of criticism, creativity, and initiative. This "informal" system changes in derivation from historical pattern to historical pattern. Western observers tend to ignore its effectiveness and validity as a means of problem solving.

8. Systems of structural control assume that the individual is untrustworthy, ill-trained, and irresponsible. Systems of functional control permit the individual maximum latitude and tend to punish only for failure.

9. Western observers of this process tend to discount or ignore the interaction of this process which enables middle level or external personnel to use the process of Western/non-Western inter-action to their own advantage. Even under normal conditions this system permits a greater authoritarian/democratic input to decisions than Westerners are normally prepared to deal with.

In general, the non-Western model should be regarded as Theory X in structure and Theory Y in function. In other words, external apprearances suggest an authoritarian process while in reality the process is a highly sophisticated "mix" of Theory X and Theory Y. For this reason non-Western organizations will, for the rest of this course, be referred to as X+Y organizations.

Both Western and non-Western observers of this process tend to ignore the effectiveness both of the Y aspects of non-Western organizations and the results of X+Y interaction. They ignore the fact that interpersonal groupings often have the same or more validity than the formal system. Members of the interpersonal grouping may or may not be connected with the organization itself. Consequently Theory Y type problems may be dealt with, in part, by individuals who have no formal organizational connection. Westerners, when they do perceive this process tend to equate it with the informal, interpersonal decision making process that affects any organization. As the following chart indicates, this blinds them to the power of the process itself:

Theory Applied to Solution	Problem Area
Theory X	Issuance of Directives
	Internal and External Threats
	Formal Interaction with other organizations
Theory Y	Recruitment
	Procurement
	Task Accomplishment
Theory X+Y	Delineation of Objectives/Planning
	Task Accomplishment
	Procurement
	Recruitment
	Informal interaction with other organizations

The process of West/non-West interaction therefore is faced with two distinct problems. First, non-Western organizations often use labor intensive assumptions as a basis for problem solving. This is done without regard for the cost effectiveness of a given solution. Western organizations most often predicate their planning on a mix of labor/technologically intensive solutions that are determined from a process of planning based on cost effectiveness. Secondly, Western/non-Western interactions is most often done with either the X or the Y aspects of a non-Western organization. Consequently no integration of motivation/decision making occurs inside the non-Western organization. This causes a failure to move towards objectives in both the Western and non-Western system.

WESTERN INTERACTION WITH A NON-WESTERN SYSTEM

Another aspect of the problem is determined by the organizational pattern which Western organizations follow when they attempt to introduce Western managerial practices into a non-Western system. The following chart indicates the progression of this pattern:

Initial Stage:

a. *Inadequate definition of objectives/lack of a cohesive management and/or training philosophy. This is often masked by a set of assumptions based on the concept that non-Western systems will accept Western concepts and techniques blindly and without criticism. When non-Western criticism occurs the lack of theoretical preparedness on the Western side becomes quickly apparent.*

b. *Inadequate awareness of the type of expatriate personnel needed for accomplishment of mission.*

c. *Lack of awareness of the cultural/economic impact of a Western organization's intrusion into a non-Western socio-Economic system.*

d. *Lack of awareness of the non-Western system or organization they have contracted to deal with or train.*

Intermediate Stage:

a. *Recruitment of expatriate personnel who are unaware/incapable of dealing with the problems involved in building a Western organization in a non-Western environment from the ground up.*

b. *Inability to develop training procedures that achieve the impartation of an adequate level of technological/managerial sophistication to non-Western personnel. This is particularly problematic in terms of the non-Western personnel's awareness of the assumptions upon which Western technology is based.*

c. *Western inability to conduct mutually satisfactory pattern of interaction/negotiation with non-Western counterparts.*

d. *Western organizations have a profound inability to establish a system of hygene factors that encourage expatriate personnel to adapt in a professional and private manner to the non-Western environment.*

Final Stages:

a. Hardening .(to inflexibility) of Western system's approach to internal management.

b. Substitution of attention to detail for task accomplishment. Departments inside Western organizations either become isolated or fail to integrate themselves with their own Western system. Managers become increasingly involved with non-management problems/decisions. Employees at all levels become disaffected and either return to the West or fail to function effectively in their position.

c. Disintegration of the Western organization in terms of:

    1. Achievement of objectives

    2. Level of internal cooperation

    3. Level of external cooperation with non-Western organizations. Particularly at middle levels and below.

    4. Increasing lack of participation by expatriate personnel.

The next lecture will deal with the alternatives open to Western/non-Western interaction in light of the systems outlined above. Two qualifications should be made with respect to the previous analysis. First, the previously outlined model bears virtually no relationship to problem areas that are derived from internal causes. Companies leaving the West with problems in recruitment, organization, planning etc. will face those problems when they arrive in the non-West. The difference is that they will find themselves subject to additional and intense pressures which, even without those problems, would cause the organization to lose some of its effectiveness. Secondly, Western managers are likely to be deceived by use of the terms Theory X and Theory Y when they are applied to non-Western organizations. The terms themselves form a special part of Western management theory and as such their meaning is completely accurate only in that context. With respect to any attempt to join Western and non-Western managerial models therefore they are accurate only in modified form. Theory Y systems in the non-West are often not accurately perceived by Western observers for this exact reason. Theory X systems however, appear to be much more analagous.

PART I

SUMMARY

LECTURE FOUR

TECHNOLOGY AND WESTERN MANAGEMENT

I. INTRODUCTION TO LECTURE FOUR
   A. PREVIOUS LECTURES
      1. BACKGROUND TO DEVELOPMENT OF WESTERN MANAGEMENT
      2. WESTERN AND NON-WESTERN INTERACTION FROM THE NON WESTERN SIDE---DEVELOPMENT OF A NON-WESTERN MODEL.
      3. WESTERN AND NON-WESTERN PROBLEM AREAS
         a. Internal
         b. External
         c. Training

II. ATTEMPT TO STUDY THE PROCESS OF INTERACTION FROM THE WESTERN SIDE BY DISCUSSING THE DEVELOPMENT OF WESTERN PROBLEM AREAS
   A. PLANNING
   B. RECRUITMENT
   C. PERSONNEL UTILIZATION
   D. TRAINING

III. UTILIZATION OF THE RESULTS OF "B" AS A BASIS FOR COMPARISON WITH THE NON-WESTERN SYSTEM

IV. ALTERNATIVES OPEN WESTERN MANAGERS IN THE PROCESS OF INTEGRATION
   A. THE MODEL: EMPHASIZE THE DUAL NATURE OF MOST PROBLEM AREAS. NE WEST/NON-WEST
   B. PREPARATION
      1. PROBLEM AREAS
         a. Inadequate Planning
         b. Lack of awareness of the need to impart technology

"MR. PRESIDENT, WE ARE PRIMARILY INTERESTED IN THE TRANSFERENCE OF TECHNOLOGY. AS YOU KNOW, MY COUNTRY IS RELATIVELY WEALTHY IN NATURAL RESOURCES.

WHAT WE LACK IS THE ABILITY TO DEVELOP MODERN TECHNO--MANAGEMENT SYSTEMS SO THAT THOSE RESOURCES MAY BE EXPLOITED EFFECTIVELY AND FOR THE BENEFIT OF OUR PEOPLE.

MACHINERY CAN BE PURCHASED, BUT LEARNING THE TECHNIQUES TO UTILIZE THAT MACHINERY EFFECTIVELY IS A PROCESS WHICH I PERSONALLY FIND BAFFLING."

The Corporation President replied: "MR. AMBASSADOR, OUR MACHINERY IS QUITE TECHNICAL AND ELECTRONICALLY SOPHISTICATED. I AM SURE, HOWEVER, THAT WITH HARD WORK YOUR PEOPLE WILL BE ABLE TO ACQUIRE THE ABILITY TO RUN THIS EQUIPMENT WE ARE GOING TO SELL YOU."

- c. Improper planning due to pressures both external and internal.
- d. Effect on K's economy.
- e. Motivation of expatriate personnel.
- f. Recruitment studies.
- g. No provision for control of recruitment.
- h. No feasibility study done as a basis for organizational development.
- i. Assumption on both sides that K personnel would adapt organizationally and personnel wise to the Z model.

C. IMPLEMENTATION:

1. Problem Areas:
    - a. Inadequate coordination between Z and K (eg. customs, transportation, procurement)
    - b. False reliance on statistical data (indegenour labor pool)
    - c. Lack of awareness of problems in training and motivating K personnel.
    - d. K personnel have no faith in Western system (Vietnam anecdote)

D. OPERATION:

1. Problem Areas:
    - a. Z personnel dysfunction
    - b. Growing sense of impermanence
    - c. Factional hardening on K part
    - d. Control oscillation on Z part

E. RECOMMENDATIONS:

1. Reorganization
2. Training --- as a means of controlling recruitment
    - a. Dual training
    - b. Standards
    - c. Formal and informal "hardening" on non-Western side

3. Development of long range planning to mutually adapt.
4. Recruit personnel who can run an organization and those who can build one.

QUESTIONS:

1. How much of the Taft evaluation is correct?
2. What if any of Z problems are the result of its interaction with K?
3. What alternatives does Z have in terms of correcting its problem areas? Be sure to cover training, planning and negotiation functions.
4. Answer questions two and three again, after assuming that Z is a Theory Y corporation with no internal problems except:
   a. It does not recognize the problems involved in the transference of a techno-management system to the non-West.
   b. It assumes that K is a Theory X structure.

INTRODUCTION:

The previous lectures have attempted to provide a background in the development of Western management and an indication of the problems Western management faces in attempting to transfer Western technology to the non-West. By describing "traditional" management in Western terms, a model has been developed which generally demonstrates the process of interaction between Western and non-Western techno-managerial systems. This lecture will attempt to define those attitudinal changes which can be derived from this model as a means of demonstrating what prerequisites are necessary for the successful acquisition of Western management and technology.

ALTERNATIVES OPEN TO WESTERN MANAGERS IN THE INTEGRATION OF X OR Y WESTERN ORGANIZATIONS WITH X+Y NON-WESTERN ORGANIZATIONS

Preparation Stage:

As a means of establishing these alternatives, a model will be established showing a Western corporation as it enters the non-Western environment. The model is fictious but it is designed to be as representative as possible of the internal problems which Western corporations bring with them to the non-West.

I. Corporation Z is a recently formed, multi-national "child" of a large American corporation devoted to the development, production, and sale of Computer Equipment. The parent corporation has virtually no previous experience in dealing with non-Western management systems.

II. A non-Western government, country K decided to establish a national data bank for its government and police force. Country K's ambassador to the United States thereupon approached Z's parent corporation with a proposal involving the sale of a total national data bank system. This system included:

A. Sale to country K of all equipment necessary for establishment of a national data bank, to include hardware and software.

B. Implementation of a comprehensive training program for country K personnel to include:

1. Operation of equipment
2. Maintenance of equipment
3. Management of the data bank system

4. Establishment and training in a comprehensive planning function
5. Establishment of a counterpart system. Z would initially set up and run the system in such a way that K personnel would eventually require full control and would have the ability to run the system without additional technical advise.
6. Spare parts, additional components etc. would be supplied by the parent corporation to provide logistical support after the contract had been completed.

III. During the negotiations between K's ambassador and the parent corporation's president, the ambassador made the following statement:

A. "Mr. President, we are primarily interested in the transference of technology. As you know my country is relatively wealthy in natural resources. What we lack is the ability to develop modern techno-managerial systems so that those resources may be exploited effectively and for the benefit of our people. X machinery can be purchased, but learning the techniques to utilize that machinery effectively is a process which I personally find baffling."

B. The corporation president replied: "Mr. Ambassador, our machinery is quite technical and electronically sophisticated. I am sure, however, that with hard work your people will be able to acquire the ability to run this equipment we are going to sell you."

IV. With the signing of the contract, Z was established by the parent corporation to implement the program outlined above. It was organized along the following lines:

A. Becauxe Z was a new corporation and because country K had a highly centralized government Z was set up as a centralized modified Theory X model.

B. Hiring and firing decisions, as well as periodic reorganization were kept under the parent corporation's control.

C. Parent corporation planners assumed that implementation of the contract would be quite similar to contracts which had previously been carried out in the United States, and Europe.

D. As a result of C, together with the fact that K's ambassador repeatedly emphasized the need to begin immediate implementation of the system:

1. Virtually no attention was given to the various types of planning necessary for a project of this type.
2. No feasibility studies were conducted with respect to:
   a. The impact of a large influx of expatriate personnel on K's economy.
   b. The "hygiene" factors necessary for effective personnel function in K.
   c. No studies were conducted to develop a "personality type" most desirable for this kind of work in country K. It was determined that recruitment of personnel "with previous overseas experience" would be the best approach to solving this problem.
3. It was assumed that the majority of training could be conducted either through OJT or counterpart approaches.
4. Z was given responsibility for evaluating the ability of K personnel to advance through the training cycle. According to the contract, "Personnel who have not progressed in the training cycle at a satisfactory rate, or who have not acquired necessary proficiencies may be removed after a period of evaluation by Z personnel."
5. Virtually no thought was given to organizational modifications that might be necessary for Z to function effectively in K's environment. No research was done about K's approach to management. It was assumed that K personnel would totally adapt to Z's system.
6. Recruitment of personnel remained under the control of K personnel. Z's responsibility in this area was totally of an advisory nature.

IMPLEMENTATION STAGE:

V. The newly appointed president of Z immediately sent a cadre to K to begin procurement of office space, office supplies, and to get an idea of problems involved in setting up an organization that would be responsible for training approximately 2000 K nationals. At the same time, a massive recruitment campaign was begun to employ American nationals willing to work in K. The following guidelines for recruitment were established:

1. Retired members of the American military with extensive foreign experience and extensive training in DP, Procurement, Logistics, Administration, Personnel, and Plans were given top priority, particularly if they had had prior experience in an advisory capacity in K.
2. The closing of a neighboring electronics firm provided an ample labor pool for recruitment of basic technical skills of all levels. Most of the individuals recruited in this manner were natives of the middle Western

United States and had never traveled to a foreign area.

3. It was assumed that, since the parent corporation offered no assistance in relocation for new employees in the United States that new employees hired for work abroad would find a relocation allowance adequate for any discomfort or problems derived from moving to K.

VI. A report from K's ministry of labor indicated the following with respect to the availability of labor from the Data Bank:

1. "With respect to the capital our statistics indicate that adequate numbers of people are available for the type of training you have to provide. We recommend limiting recruiting to graduates of technical high schools for individuals whoare to be assigned to technical type positions."
2. "With respect to the provinces it will be necessary to induce some specialists to move from the capital to the location of their job." With appropriate inducements this should not prove difficult."
3. "With respect to managerial positions, adequate supplies of Western trained MBA's are recruitable for this type of operation."

The Z cadre, when this report was received was involved in unforeseen procurement difficulties. In consequence, the report was accepted without criticism and forwarded to corporate headquarters in the United States. At this point it became apparent that inadequate means existed under the contract for resolution of disagreements. The cadre had no ability or means of going up the K "chain of command". As a result the cadre was met by indifference, lack of understanding, and an unwillingness to cooperate which they neither understood nor could explain. When this was reported to corporate headquarters, Z's president remarked that, "they're just getting settled in."

OPERATIONS STAGE:

VII. Six months later, a skeletal structure had been established. Basic hardware had arrived and was in place. OJT and Counterpart training was prefaced by a period of formal instruction, particularly in those areas where it was found that more formal training was necessary. At the same time a number of problem areas had reached a point such that they could no longer be ignored. These were:

A. Procurement: Local procurement (office supplies locally available items etc.) was virtually unable to acquire needed materials in a reasonable time limit. Procurement of items that had to be imported was approximately 50,000 items behind. When queried about this, the director of procurement stated, "They simply won't agree to our proposals." The director of procurement had previously been in charge of procurement for the United States Army.

B. Training: Training standards had not been established and in consequence it was difficult to measure a student's ability prior to on-the-job experience. No accurate system of student evaluation existed. Students who were certified competent had an alarming tendency to act irresponsibly with respect to their equipment:

1. A computer technician "switched-off" an IBM 360/175 because it "felt hot when I touched it." Approximately $50,000.00 worth of circuitry was destroyed.
2. Maintenance schedules were ignored unless a machine was actually broken and there was great pressure for the machine to be in use.
3. Expatriates and leaders in OJT/Counterpart situations increasingly found themselves in the position of having to do the job for their students. When asked about this, the instructors tended to reply that: "If they don't want to learn, I don't see why I should teach them. They won't do the job when they get done training anyway." When asked about this situation, students tended to reply that: "We have had foreigners here before, you will do the job for us and when you are gone others will take your place."

C. Personnel: Expatriate personnel became increasingly restive. Rapid influx of large numbers of personnel made it virtually impossible for new arrivals to find adequate housing, schools, medical attention, etc. Lack of familiarity with language and customs of K led to an increasing number of disputes between employees and K authorities. The Personnel office generally refused to assist in providing a general information package that was comprehensively designed to integrate to arrivals to the K environment. When asked why, the director of Personnel replied, "Z wouldn't have had to do that in the States, why should they do it here. There's really no difference between training people in K and training them anywhere else in the world. If somebody doesn't like it here, he should either go home by himself or we should fire him." The estimated cost to Z for bringing an employee tc K with his dependents was approximately $56,000.00. No profit was returned on this investment until sometime during the second year of the employees participation in the program.

D. Recruitment (K): It was found that K did possess adequate labor pools but that these labor pools could be easily drawn upon for non-critical skills only. Western trained K nationals were available for critical skill areas, but the K government could not afford to pay wages for these skills that were competitive with the civilian market. A computer programmer could make $350.00 - $500.00 per month by joining this project or seek higher wages in non-government work.

E. Recruitment/Utilization of Personnel (Z): Personnel recruited and sent to K as Z employees soon began to demonstrate the following characteristics:

1. Willingness to remain in K and work for Z.
2. Unwillingness to function without maximum supervision.
3. Unwillingness to function creatively or with initiative.
4. Willingness to acquire "conflicts of interest".
5. Many of the retired military "are too comfortable with a status quo organization."
6. Many of the civilians are extremely prejudiced and resentful of their working/living conditions in K.

VIII. RECOMMENDATIONS:

At this point a U.S. Armed Forces Technical Assistance Advisory Team (TAFT) was requested by K's President to do an evaluation of the contract, with the following result:

A. "It is apparent that structurally, and functionally, Z was established as a temporary corporation whose main purpose was to facilitate the sale and transportation of the parent corporation's product to K."

B. "The Z/K contract calls for a transference of technology. Z has interpreted this to mean the simple sale and installation of equipment. In reality the contract calls for the development of a highly sophisticated techno-managerial system. To date Z does not appear to be adequately aware of this."

C. "Z's management, personnel, and planning functions are haphazard and oriented around the establishment of a "skeletal" management/technical organization. An example of this is the fact that Z, until now, has failed to realize the necessity of training its own personnel in the techniques necessary for successful indoctrination/education of K personnel." In light of this the following steps are recommended:

1. Reorganization: To acquire the professional standards of planning, training and management necessary for successful completion of the contract, Z must become a permanent organization whose mission is seen in a context larger than that of this contract.

2. Training: To begin dealing with the problems involved in establishing a successful management system, Z expatriate personnel should undergo training comparable to that of K personnel.
3. A "mix" of personnel who can build an organization with personnel who can run one that has been built, should be established.
4. Planning: Z and K organizational structures are quite close. Yet even in those areas where Z functions competently, there is an unexplained lack of correlation between Z and K functions. We recommend that a study be made of the K system and management philosophy.
5. Comments: Z's problems in K are mainly due to their own inability to establish a competent organizational/managerial pattern. Until these deficiencies are rectified, fullfillment of the contract will be virtually impossible.

PART I

SUMMARY

LECTURE FIVE

ALTERNATIVES TO THEORY X IN WESTERN AND NON-WESTERN MANAGEMENT.

PART I

ALTERNATIVES TO THEORY X IN WESTERN AND NON-WESTERN MANAGEMENT

I. INTRODUCTION

- *A. REVIEW*
  - *1. Background of Western Organazation and it's interaction with the non-West.*
  - *2. Problem areas faced by Western organizations in moving to non-West.*
  - *3. Begin discussion of specific problem areas.*
- *B. PROBLEMS IN ESTABLISHING PATTERNS*
  - *1. Initiative*
  - *2. Creativity*
  - *3. Personal Committment*
- *C. WESTERN PROBLEMS IN THE X + Y APPROACH.*

II. BASIS OF "ORGANIZED" CREATIVITY

- *A. GENERAL THEORY & APPLICATIONS IN THE WEST*
  - *1. Social expenses incurred for social services in West.*
  - *2. Reasons for organization.*
- *B. NON-WEST ORGANIZATION*
  - *1. Reason for (intrapersonal)*
  - *2. Goal definition problems*

C. WESTERN ORIENTATION TO TASK

1. Group orientation

2. Example: Auto manufacturers, shift from strict theory x to modified theory y.

D. PROBLEMS OF INTER-CULTURE APPLICATION

1. West fails to see an adaptation need for areas of repetitive tasks.

2. Inter-cultural problems most often occur at upper and middle management levels in highly technical areas, even Western expertise is finite so that parties involved are often ill suited for imparting knowledge in a non-Western environment.

3. West must deal with 2 types of non-Western student - elite and those wishing to become elite.

E. THREE PART PROCESS TO IMPARTING TECHNOLOGY AND MANAGEMENT

1. Training content must be useable

2. Trainee must learn

3. Trainee must change job behavior to reflect training.

F. WEST MUST PROVIDE BOTH CUSTOMIZED TRAINING AND THE RESPECTIVE JOB ENVIRONMENT TO UTILIZE TRAINING.

III. INSTITUTIONALIZATION OF CREATIVITY

A. McGREGOR PREREQUISITES FOR CREATIVE PATTERN

1. Understanding, mutual agreement, identification of primary task.

2. Open communications

3. *Mutual trust*

4. *Mutual support*

5. *Management team differences*

6. *Selective use of the team*

7. *Appropriate member skills*

8. *Leadership*

B. *"BANK EXAMPLE" FOR SOLVING CRITICAL PROBLEMS*

C. *LIKERT - 3 FORMS OF ORGANIZATIONAL DEVELOPMENT FOR CREATIVE PATTERNS*

1. *Establish a dual management pattern.*

2. *Establish temporary porject groups.*

3. *Recruit specialized personnel (organizationally oriented).*

D. *LIKERT - QUALITIES OF A HIGHLY PRODUCTIVE MANAGER*

1. *Favorable attitudes among organizational members.*

2. *Realization of motives and their use.*

3. *Leadership to develop a social system for interaction.*

4. *Measuring techniques for self-guidance*

5. *Use of participation*

E. *LIKERT - VALUE OF GROUPS*

1. *Linking pin theory - overlapping groups.*

F. *WESTERN OPERATION IN X STRUCTURE AND X FUNCTION*

1. *Non-West necessity of X structure Y function.*

IV. *SUMMARY*

INTRODUCTION:

Previous lectures have raised a number of issues pertinent to the differences between Western and non-Western organizations. Perhaps no issue is more relevant than the problems involved in establishing patterns of initiative, creativity, and personal committment among Western and non-Western employees. The nature of all organizations is such that there is a universal tendency to suppress both creativity and the degree of employee committment. Even in those cases where management does have a clear committment to involving its employees in corporate or training objectives, meaningful movement towards the "institutionalization" of creative patterns is extremely problematic.

Yet the demand for high employee involvement, committment, and creativity is obviously quite high; particularly in the context of integrating Western and non-Western techno-management systems. The question is, can these "abstract" concepts be built into an organization at all? Historically, the West has not found a way or, possibly, even recognized the need for developing a modified X+Y approach. The non-West has the X+Y approach but has been unable to translate that system so that it is amenable to the acquisition of new approaches to management and technology.

THE BASIS OF "ORGANIZED" CREATIVITY

All organizations have tendencies in the Thsory X direction. The fact of organization itself presupposes a willingness by the individual to trade some prerogative or freedom for an advantage that can be found only in an organizational context. In the West, this most commonly expresses itself in terms of service. Western citizens pay taxes, obey laws and are civicly responsible in the expectation that their government will repay their support through public services like; military/police protection, public services, highway construction and maintenance, hospitals, schools, etc. In the non-West, individual loyalty tends to be more interpersonal (i.e. the family or circle of friends). Individuals tend to consider themselves as being primarily responsible to other individuals either in an organizational or private setting. Consequently, organizations often have less than well defined goals, and the decision making process functions along lines discussed in previous lectures.

Western organizations also have these tendencies, but successful organizations place strong priorities on the employee's willingness to orient himself towards task accomplishment. In the West, group orientation is most often synonomous with an institution or organization. The objectives of an organization are most often a "mix" of individual goals and more abstract "corporate" objectives.

An example of this is American automobile manufacturers' preoccupation with increasing assembly line output. So long as certain levels of production were desired, the most direct approach was the utilization of Theory X or types of scientific management control. As output objectives increased, these controls diminished in effectiveness, and a mix was established of direct controls, job expansion concepts, and other incentives like stock sharin-, overtime, etc. It was soon found that in order to exceed certain levels of output, it was necessary to solicit the cooperation and loyalty or committment of the workers. As part of the research leading to this conclusion, management found that even in something as standardized as an assembly line it was uneconomical to replace or coerce employees to the degree required for the achievement of certain goals. Employee boredom and disinterest lowered standards of quality control and adversely affected the corporation's "image". Rising labor costs and increased labor costs and increased consumer demand for better quality and quantity forced a shift in management thinking from an almost strict Theory X approach to a modified Theory Y. Employee advice was solicited as a basis for reorganization and for the establishment of production quotas. Workers were encouraged to select their own work groups, to rotate responsibility, to improve job skills, and to participate in assembly line decisions that had previously been reserved for management. The result was an increase in output that significantly exceeded levels possible using the Taylor model.

What then, is the relationship between this example of U.S. "management reorientation" and the same types of integration of Western and non-Western management systems? First of all it suggests decentralized systems tend, in the long run, to function better than centralized ones, particularly in a Western/non-Western interactive environment. If, as has been demonstrated, it is necessary for management to impart a sense of personal committment, what sort of motivative process is necessary in the development of anything as sophisticated as a pattern of intercultural management? Secondly, the majority of Western, non-Western interaction does not occur in assembly line like contexts. Interaction at middle and upper levels of an organization is the norm in those cases when the non-West attempts to absorb a Western technical system. This assertion might appear to be erroneous until one realizes the technical sophistication which the non-West most often seeks to acquire. A counterpart situation involving the acquisition of a microwave system, for example, often involves the most highly trained personnel a non-Western society can muster regardless of the background of the Western counterpart. Western training efforts have, as yet, not been able to take advantage of the fact they are generally dealing with two catagories of students; members of the non-Western elite, or individuals who aspire to join their society's elite. Nor have non-Western societies, in the process of establishing a Western advisory effort, made it clear to themselves that *whatever the students technical proficiency, they most often represent the best material available. In short, to be successful, a Western system must seek to impart its techniques through patterns of creative motivation. The social backgrounds and aspirations of the students involved provide no other effective alternative (James N. Mosel, "Why Training Programs Fail to Carry Over", from Keith Davis, et.al. Human Relations and Organizational Behavior, Reading and Comments, McGraw Hill Book Co., 1970). Neither Western nor non-Western organizations realize there is a three part process to the successful impartation of technology and management:*

> *"First, the training content must be useable. This is largely a matter of its being similar enough to the requirements of the job to be applicable. Second, the trainee must acquire - i.e. earn-this useable content. To a considerable extent, this is a matter of motivating him to learn. The training situation must therefore set up rewards and deterrents which support and reinforce the acquisition of the training content. Third, and here we reach the main point of our discussion--the trainee must be motivated to change his job behavior to reflect what he has been taught in training. And there's the rub. While we have enough evidence to show that we are training all right, we are faced with the fact that our training stays right where it was acquired--in the training situation. Much of our training remains encapsulated in "training tight compartments" it is not "glued into the job". (Mosel, op. cit., p.147).*

In short, the Western organization must be structured in such a way as to impart its expertise effectively through example and through the employment of formal training structures. The non-Western organization must, both structurally and attitudinally be prepared to receive those techniques. On both sides then, there must be a willingness to experiment and deal creatively with new situations and problems in an innovative manner. The problem remains of how to do that in an organizational context.

MCGREGOR AND LIKERT, TOWARDS THE INSTITUTIONALIZATION OF CREATIVITY

The work of both Douglas McGregor and Rensis Likert has profound implications when applied towards the organizational development of a pragmatic creative and innovative pattern. McGregor lists the following attributes as prerequisites for the development of a creative pattern inside an organization:

(1) "Understanding, mutual agreement, and identification with respect to the primary task. This is a matter of determining what business we are in, and it requires far more examination and discussion than when the primary task is production of a component or maintenance of physical equipment by a work group." (Note, the overriding assumption that each member of the group is "honest" and committed in his desire to get the job done.)

(2) Open communications: "Sound decisions and their successful implementation must take into account all relevant facts, and rational arguments in rational-emotional man...Depending on the relationships within the team, intellectual ideas, objective facts, and logical arguments relevant to the problem or issue under discussion must be publicly available to be utilized by the group...Genuinely open expression of ideas and feelings--what some have referred to as "leveling" is a necessary condition for effective functioning in a managerial team."

(3) Mutual Trust. Unless mutual trust is a characteristic of the system, the openness of communication (as well as the effectiveness of other aspects of team operation) will be severely limited.

(4) Mutual Support. Support is a variable ranging from a negative extreme through zero to a positive extreme. The negative range is characterized by an attitude of hostility; zero is indifference; the positive range is an attitude reflected in behavior like caring, concern, etc.

(5) Management of Team Differences. "...The very existence of individual differences creates a potential for disagreement and conflict over almost any issue or problem that may arise in the course of the teams performance of its task...The management of conflict rather than its suppression, is essential in order to reach decisions or solutions that will be implemented rather than sabotaged."

(6) Selective use of the team. Certain group tasks require frequent interaction between members; others do not. The interdependence of the subtasks that together comprise the primary task may be high or low; it may vary through time predictably or unpredictably.

(7) Appropriate member skills. "The combined skills of the members of a socio-technical system must be such as to meet the technological requirements of the primary task..."

(8) Leadership "...Some of the necessary characteristics of the effective team (in any function and at any level of organization) cannot be determined by the leader alone no matter how skilled or capable or competent he may be. (Douglas McGregor, The Professional Manager p. 162-169)

Obviously, the McGregor model is only a minimal outline of the type of pattern which must be established as a means of successfully dealing with the problems involved in intercultural management. He does not, except by implication, deal with the critical pattern which must exist for any organization to deal with a social or technical problem. One of the largest banks in New York City, for example solved its critical problems in the following way:

> *An "acting" Director of the Computor Center was hired and given the following conditions of employment:*
>
> *a. An entirely "new" system for computerizing checking accounts must be installed under the parameters and within the time set by the new director at the time of his employment.*
>
> *The new director quickly settled in, reorganized the center to meet his requirements and initiated the project. When the project was finished, the bank's directors examined it and although it appeared to function they did not feel professionally qualified to evaluate it. Consequently, they "reached down" into the computer center and asked for written evaluations from members of the project. These evaluations covered both the project and the acting director's management of the new system. The evaluations were dealt with confidentially, and processed at the highest management levels within the bank. After the evaluation period, the acting director was fired and a new acting director employed to re-develop the system.*

Obviously the implications of such a drastic critical form inside an organization make it difficult to see how a similar practice could be easily used on a universal basis. Selectively, however, it offers an opportunity for qualitative evaluation that is both objective and capable of supporting the McGregor pattern.

At the same time this pattern suggests three alternatives in terms of organizational development, all of which are supported by the work of Rensis Likert. First, an organization might try to institutionalize creativity by establishing a dual management pattern. Line managers would have staff assistants or counterparts. Theory X situations would be dealt with by assigned Theory X personnel, Theory Y situations would be handled through an interactive process involving Theory X personnel and assigned Theory Y personnel. The second alternative is that inside the organization a series of temporary project groups would be established to research, plan, and deal with problem areas. The model for this is a Theory Y group in a Theory X structure; an approximate analogy to the non-Western model established *in previous lectures. The Third possibility is to recruit personnel capable of functioning along the following lines:*

(1) Having the ability to both "invent" an organization and function in the one created. The type of personality necessary for this is quite possibly embodied in an individual capable of both "strategic" and "tactical" planning.

(2) Having an ability to establish, organizationally, a mix between Theory Y and Theory X patterns of decision making and problem solving.

McGregor of course, would say the second point is a necessity for all organizations. The first point, however, is a prerequisite for the adaptive process involved in moving a techno-management system from the West to the non-West. It only remains to establish a criterion for criticizing these proposals and for suggesting the manner by which they might be employed in a pragmatic setting. What is involved here, is the establishment of a pattern by which an entire organization will develop a "shared perspective" of the task and the means to accomplish that task in an intercultural context.

RENSIS LIKERT AT THE INSTITUTIONALIZATION OF CREATIVITY:

In New Patterns of Management, Likert attempts to separate the qualities of a highly productive manager from those of an average or less than average manager. His research isolates the following characteristics of a highly productive manager:

(1) A preponderance of favorable attitudes on the part of each member of the organization toward all the other members, towards superiors, toward the work, toward the organization--toward all aspects of the job."

(2) "The ego motives...the security motives...curiosity and the desire for creativity...the economic motives...by tapping all the motives which yield favorable and cooperative attitudes, maximum motivation oriented toward realizing the organization's goals as well as the needs of each member of the organization is achieved."

(3) "The leadership in the organization has developed what might well be called a highly effective social system for interaction and mutual influence."

(4) "Measurements of organizational performance are used primarily for self-guidance rather than superimposed control."

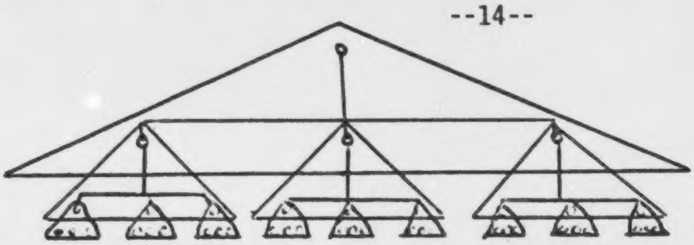
(5) "Widespread use of participation is one of the more important approaches employed by the high producing managers in their efforts of management coupled with high levels of reinforcing motivation." (Likert, pp 98-101).

Likert reinforces this by stating: "Management will make full use of the potential capabilities of its human resources only when each person in an organization is a member of one or more effectively functioning work groups that have a high degree of group loyalty, effective skills of interaction, and high performance goals."

Likert illustrates his thesis through an analysis of information flows and the decision making process in two types of organization. Figure I. demonstrates the results of a process of overlapping interaction. Individuals at the lowest level have direct input with decisions made at the highest. Middle Level management gains group support and cooperation through its ability to interact with upper level management. Information flows with relative freedom through all levels of the system, both vertically and laterally. Figures II and III indicate the effect of traditional organization. Directives flow from the top down, on a "man-to-man basis". Consequently individuals feel little or no involvement with the organization. Personal loyalty or disloyalty is substituted for committment to a common task. Obviously Figure I is closer to management interest than either Figures II or III. The problem is to institutionalize this process for a Western organization that is attempting to move into a non-Western environment. Pragmatically the X+Y nature of non-Western organization necessitates the need for any Western organization's ability to function in an X mode. What is often overlooked, however, is the process of interaction. In short, external aspects of any Western/non-Western process seem to require an ability to function in an X manner. The mistake most often made by Western management has been to assume this also required an ability to function internally in an X manner.

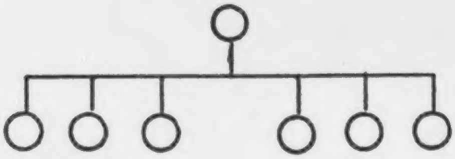
Non-Western organizations tend to separate technical ability from responsibility and power to do the job. One result of the Western/non-Western interactive process has been to cause this to happen to entering Western organizations as well which has reinforced the reliance on X type responses to non-Western problem areas. The need to function in an X mode, plus the need to prevent separation of ability and responsibility indicates the need for a group concept of organization. In the first place, organization of dual managers simply places additional strains on an already problematic situation. Managers having sufficient ability to switch from X to Y modes and return are also in sufficiently short supply as to make effective recruitment unlikely. What remains then is a "task force" that operates to deal with internal problems effectively, to evaluate and advise on external problems, *which should also have the additional ability of developing training programs that are both adequate in terms of standards and pragmatic in terms of their ability to adapt non-Western personnel to a Western/non-Western system.*

FIG. I.



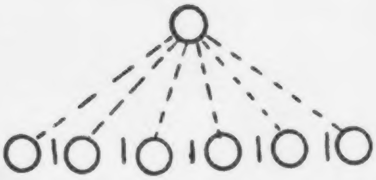
The overlapping group form of organization. Work groups vary in size as circumstances require although shown here as consisting of four persons.

FIG. II.

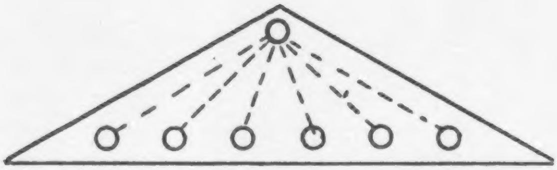


Typical organization chart.

FIG. III.



(a) Man-to-man pattern of organizaiton



(b) Group pattern of organization

Man-to-man and group patterns of organization

MANAGEMENT TRAINING COURSE INITIAL PHASE

PROBLEMS IN INTERCULTURAL MANAGEMENT

LECTURE SIX

SUMMARY

PART I. THE INDIVIDUAL AND ORGANIZATION

PART II. SIMPLIFIED AND UNSIMPLIFIED TRANSCRIPTS OF VIDEO TAPE NO. 0572,HERZBERG--MOTIVATION THROUGH JOB ENRICHMENT SERIES.

PART III. DO MANAGERS FIND DECISION THEORY USEFUL?

PART I

SUMMARY

The Individual and Organization

I. Introduction
  - A. Identification of effective motivational patterns - NEED FOR
  - B. Personal orientation problems - Western & Non Western

II. Informal organizations - Group context
  - A. Spectrum of group interaction
    1. Attitudes shaped by group decision making
    2. Followers who assume attitudes of upper decision makers
  - B. Two classes of groups
    1. Inner directed
    2. Other (people) directed
  - C. Reisman compared to Likert

    1 personality type 2. information flow
  - D. Review of Reisman diagram
    1. Internally directed personnel are required by organizations.
    2. Inner directed people meet resistance thru competition or group inertia.
    3. Inner directed personnel, unless properly motivated, function for personal betterment.
    4. Western organizations in Non-West, lack detailed awareness of motivation.
    5. Similarity of Non-West group interaction (according to Reisman) to Theory Y function.
  - E. Western shortcomings in dealing with inner directed personnel due to recruitment of personnel who:
    1. Fail to establish organization from ground up.
    2. Fail to operate an established organization.
    3. Unable to impart technical knowledge to Non-West.

    NOTE: Problems faced by Non-West are similar to West in this respect.

III. Herzberg - Work and Motivation

A. Satisfiers (motivators)
   1. Achievement
   2. Recognition
   3. Design of work
   4. Responsibility
   5. Advancement
   6. Growth

B. Dissatisfiers (Hygene factors)
   1. Company policy and administration
   2. Supervision
   3. Working conditions
   4. Interpersonal relations
   5. Salary
   6. Status
   7. Job security
   8. Personal life

C. Influence of inner directed groups upon Satisfiers, Dissatisfiers

IV. Individual (or group) job happiness and motivation

A. Motivation is not accomplished through improvement of Hygene factors. Additional emphasis must be placed upon positive motivation(Satisfiers).

B. Vertical job loading or job enrichment- means of developing job satisfaction.
   1. Removing some control while retaining accountability.
   2. Increasing accountability of individuals own work.
   3. Allocation of natural work units.
   4. Additional authority for an employee, job freedom.
   5. Availability of periodic reports to individual employee.
   6. Introduction of more difficult tasks
   7. Allowing development of expertise through specialized tasks.

V. Argyris - sick v.s. healthy organization
   - A. Healthy -requires organization to fit human social needs.
   - B. Mix Model
     1. Away from essential properties (alienation)
        - one part controls whole
        - awareness of plurality of parts
        - achieving objectives related to the parts
        - no control of core activities
        - core activities influenced by the present
     2. Toward essential properties (re-enforcement)
        - interrelationship of parts controls the whole
        - awareness of pattern of parts
        - achieving objectives relating to the whole
        - influence exerted upon core activities
        - core activities influenced by present, past and future

VI. Use of emperically supported behavior models for sound management patterns in West & Non-West.
   - A. 3 part process
     1. Identification and proper use of inner directed personnel.
     2. Proper personnel in proper positions to enhance operations.
     3. Apply job motivators to inner directed personnel.

VII. Summary
   - A. Human assets of an organization - gain & loss
   - B. Conflict and human assets
   - C. "Human assets accounting"

VIII. Bibliography

* Brown, Rex "Do Managers Find Decision Theory Useful", Harvard Business Review.

VIII. Bibliography (continued)

Likert, Rensis, New Patterns of Management

Mc Gregor, Douglas, The Professional Manager

Reisman, David, Faces in the Crowd, McGraw Hill, N.Y. 1970

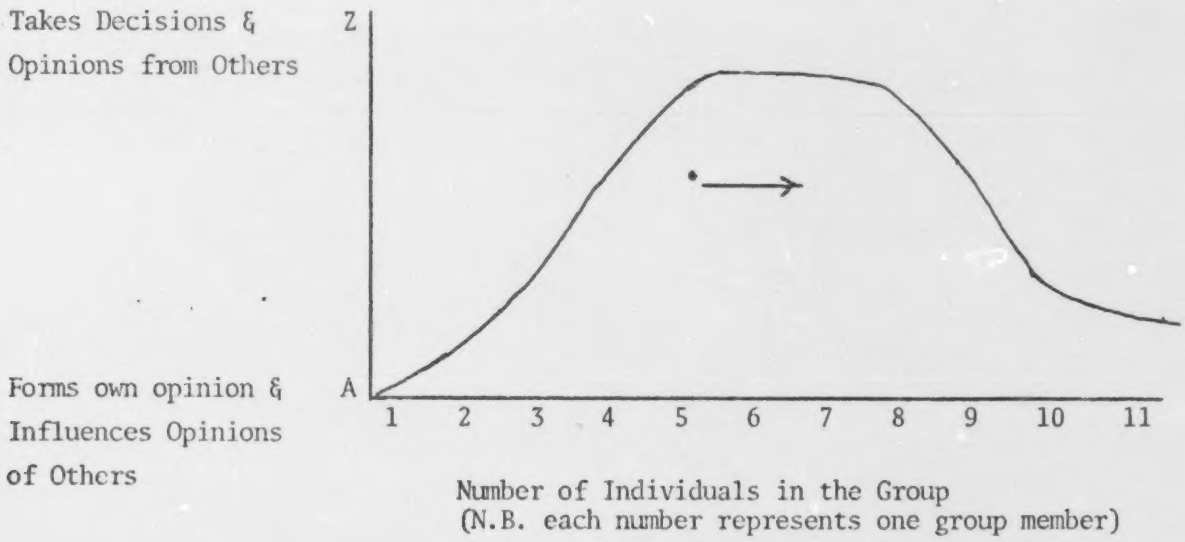
The Lonely Crowd, McGraw Hill, N.Y. 1968

INTRODUCTION

Both Western and non-Western organizations face problem areas in their need to establish effective motivational patterns with respect to individual employees. In both systems significant numbers of employees at all levels fail to adequately identify with the organization's task, and fail to shape their actions to accomplish organizational objectives. Western organizations attempting to deal with the non-West are particularly subject to these problems as a consequence of recruitment and personnel utilization problems. Non-Western organizations are faced with this problem due to a lack of understanding of the motivational prerequisites necessary for application of technologically intensive solutions. It is the intention of this lecture to deal with this common problem area in a way that will contribute to its resolution.

INFORMAL ORGANIZATIONS---THE GROUP CONTEXT

David Reisman, in The Lonely Crowd and Faces in the Crowd, demonstrates a virtually universial pattern of informal group interaction. As a means of doing this, Reisman derived a behavior range that extended from those group members who habitually made their own decisions and thereby shaped the group's attitudes and actions, to those individuals who were habitual followers and who acquired their patterns of action and belief from the decision makers. The following diagram illustrates this:

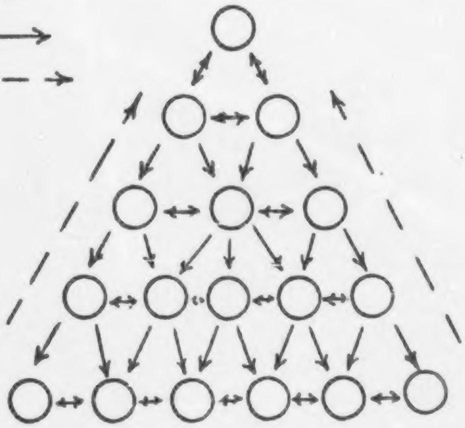


→ Indicates a shift towards uncertainty, number 10 forms his own opinions, but not as strongly or objectively as number 1 does.

Using the research outlined above, Reisman then divided all group members into two classes; inner directed and other directed. Internally directed personnel "think for themselves", lead, and shape the opinions and actions of those around them. Other directed personnel have few or no opinions of their own, are followers, and tend to take attitudinal and functional direction from inner directed personnel. Reisman maintains that society and the institutions and organizations which comprise society have been directly responsible for encouraging the development of the "other directed" personality type and are equally responsible for discouraging development of "inner directed" personality types.

In this context (i.e. Reisman's) organizations are systems of informal influence roughly like Rensis Likert's Linking Pin Theory. Likert's concept however, is shaped by a desire to measure information flow and cooperation in a formal setting. Reisman seeks to determine the relationship between personality type and the manner by which group attitudes and actions are shaped. For Reisman therefore, group thought/decision making is illustrated by the following diagram:

Influence mainly in one direction=== →
Influence mainly in two directions== ↔
Direction of opinion feedback======= — — →



As a decision/opinion moves downward notice that it tends to become less interactive and more one directional. At lower levels notice that interaction occurs to reinforce decisions made by the top three members of the group. Notice also how close this is to the Theory Y aspect of non-Western organizations.

At this point then it is relatively safe to assert that:

1. Organizations (both Western and non-Western) require internally directed personnel who are capable of affecting the actions of personnel throughout the rest of the organization.

2. The nature of organization (both Western and non-Western) is such that inner directed people will tend to meet resistance either through competition with other inner directed personnel or due to the group's intertia with respect to new ideas.

3. Without proper patterns of motivation, inner directed personnel tend to function for their own, not the organization's betterment.

4. Western organizations, especially as they move into the non-West, have not been sufficiently aware either of the need to motivate personnel in general or inner directed personnel in particular.

5. In non-Western organizations the impact of this type of group interaction is, at present, unclear. The proximity of the Reisman Theory to the Theory Y aspect of non-Western organization however, indicates problem areas similar to the Western system. That is, inner directed individuals who fail to perceive or agree to their organization's objectives will use their influence to either advance their own personal objectives or to detract from the organization's ability to function simply through lack of interest.

In both Western and non-Western systems, then, the solution appears to consists of identifying the means to shape the inner-directed individual's functional pattern in such a way as to advance the overall performance of the organization. Western organizations face this because of the difficulties they encounter at recruiting qualified personnel who are capable of:

1. Establishing an organization "from the group up".
2. Running an "established" organization.
3. Organizing Western techno-managerial thought in such a way as to make it "impartable" to the non-West.

Non-Western organizations face this situation as well because of their non-objective approach to recruitment and because of the dominance which concepts of personal achievement has in their system.

FREDERICK HERZBERG---WORK AND MOTIVATION

As a basis for developing employee motivation, Frederick Herzberg has established the following catagories for delineating the causes of job satisfaction and dissatisfaction:

SATISFIERS (MOTIVATORS)

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement
6. Growth

DISSATISFIERS (HYGENE FACTORS)

1. Company Policy & Administration
2. Supervision
3. Working conditions
4. Interpersonal relations (with superiors, subordinates, and peers)
5. Salary
6. Status
7. Job Security
8. Personal life.

*N.B. A sociometric diagram/questionnaire is an excellent example of the means available for determination of personnel who are inner directed.

Taken in combination, Reisman and Herzberg's Job Dissatisfiers provide interesting possibilities for discussing informal group interaction. Inner directed individuals have the opportunity of acting either to improve the motivating factors of the group around them, or of enhancing those aspects of the job which cause dissatisfaction. By employing "growth factors, or those that give the worker a sense of personal accomplishment", organizations clearly are attempting to move inner directed personnel in a positive manner. Coercive measures simply reverse that process.

Herzberg makes the point that implementation of the hygene factors as a counter to employee dissatisfaction does not mean that the individual will then be motivated to work. It does mean that the individual will no longer be negatively motivated. Positive motivation then consists of eliminating negative factors by improving the hygene factors and then applying "job satisfiers". As a means of developing job satisfaction, Herzberg recommends utilization of an institutionalized pattern of job enrichment. To do this he suggests a process of vertical job loading or job enrichment:

PRINCIPLES OF VERTICAL JOB LOADING

Principle	Motivators Involved
A. Removing some controls while retaining accountability	Responsibility and personal achievement
B. Increasing the accountability of individuals for own work	Responsibility and recognition
C. Giving a person a complete natural unit of work (module, division, area, and so on)	Responsibility, achievement, and recognition
D. Granting additional authority to an employee in his activity; job freedom	Responsibility, achievement, recognition
E. Making periodic reports directly available to the worker himself rather than to the supervisor	Internal recognition
F. Introducing new and more difficult tasks not previously handled	Growth and learning
G. Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

Chris Argyris interprets the interaction between the individual and the group as being expressed in a "sick" or "healthy" organization. To become healthy, an organization must be capable of changing itself to fit human or social needs. Organizational change is a "process that is accomplished through behavioral changes in the people that populate the organization". To accomplish this, Argryis established a "mix" model containing six "essential properties". Diversion away from the essential properties are equated with further alienation of the individual and the organization; dimensions that are directed toward the essential properties are seen as buttressing the symbiosis of individual and organizational objectives. The following chart will illustrate this:

THE MIX MODEL

Away from Essential Properties	Toward Essential Properties
1. One part controls the whole.	1. The whole is created and controlled through the interrelationships of all the parts.
2. Awareness of plurality of parts.	2. Awareness of pattern of parts.
3. Achieving objectives related to the parts.	3. Achieving objectives related to the whole.
4. Unable to influence its internally oriented core activities.	4. Able to influence internally oriented core "it" desires.
5. Unable to influence its externally oriented core activities.	5. Able to influence externally oriented core activities "it" desires.
6. Nature of core activities influenced by the present.	6. Nature of core activities influenced by past, present, and future.

All the previously mentioned behavioral "models" have been validated through extensive research projects employing techniques of quantitative analysis. Herzberg's Theory for example, has been retested in 16 different locations inside the United States as well as Finland, Yugoslavia, Hungary and the Soviet Union. "The findings in each of these studies closely parallels those of the original study". David Reisman's Faces in the Crowd is essentially a compilation of the research projects which provided a basis for the inner-other directed theory. In short the potential impact of the behavioral management school on intercultural management is potentially profound and far reaching.

(In terms of motivation, this school offers Western and non-Western organizations alike the opportunity for establishing a sound management pattern that encourages the successful impartation and acquisition of sophisticated techno-management systems). For the immediate future it will probably be impossible for either the West or the non-West to develop a truly effective recruitment/personnel utilization pattern. Reisman, Herzberg, and Argyris however, offer the opportunity for identifying those individuals in any organization who are best suited to establishing professional and attitudinal standards for the organization as a whole. Improving organizational motivation in Western and non-Western systems appears, therefore, to consist of a three part process:

> 1. Identification of inner-directed personnel and/or those which should be filled by inner-directed personnel.
>
> 2. Insure, through testing, interviews, etc.. that "inner-directed" personnel are 'fitted' to the proper position. Also insure that the individual is technically/professionally qualified to derive decisions which will enhance operational performance.
>
> 3. Apply "job motivators" to inner-directed personnel and positions and encourage the downward movement of the standards and attitudes derived therefrom to the rest of the organization.

In sum, the behavioral school of management looks at organizational effectiveness in terms Rensis Likert called "Human Asset Accounting". Likert bases this belief on the assumption that, "if able well-trained people join a company, its human assets are increased. If irreconcilable conflict becomes greater within a work group, the human assets are depleted; if the capacity to use differences constructively is developed and cooperative teamwork improves, the human assets are increased". Clearly in each of these cases, there is an investment of human effort....Likert advocates the development of a system of measuring both input and output of human effort.... He feels that human assets accounting should be an integral part of management's periodic audits.

PART I

SUMMARY

LECTURE SEVEN

Systems Analysis and Intercultural Management --- the importance of information

I. INTRODUCTION

- A. PREVIOUS LECTURES -- ORGANIZATIONAL AND MOTIVATIONAL PREREQUISITES TO THE SUCCESSFUL INTEGRATION OF WESTERN AND NON-WESTERN TECHNO-MANAGEMENT SYSTEMS.
- B.. BASIS OF DISCUSSION:
  - 1. SYSTEMS ANALYSIS IS AN ATTITUDE WHICH IF ACQUIRED CAN BE A USEFUL MANAGEMENT TOOL IN TERMS OF:
    - a. Decision Making
    - b. Objectification
    - c. Dealing with information flow.
    - d. Establishing a comparative pattern between West and non-West that is not organizationally or motivationally derived.

II. INFORMATION FLOW IN WESTERN AND NON-WESTERN MANAGEMENT SYSTEMS.

- A. IMPORTANCE OF INFORMATION
  - 1. Basis for objectification
  - 2. Input for Decision making process
  - 3. Control of information as a basis of power.
- B. WEST/NON-WEST COMPARISON
  - 1. Management by TASK ORIENTATION AS A BASIS OF WESTERN SYSTEMS ANALYSIS
  - 2. MANAGEMENT BY PERSONAL OBJECTIVE AS A BASIS for NON-WESTERN ALTERNATIVES TO SYSTEMS ANALYSIS
- C. BASIS FOR DECISION MAKING
  - 1. WEST
    - a. Free information flow
    - b. Objective criticism
    - c. Derived solution based on task orientation
  - 2. NON-WEST
    - a. Personal Objectives System as a basis for

A. Biased evidence selection
B. Pre-determined decisions
C. Subjective criticism
D. Refer to figures I and II of lecture summary.

III. BACKGROUND TO WESTERN SYSTEMS ANALYSIS

A. Evolution of Cybernetics
  1. Weiner
  2. Shannon
B. Information Theory

IV. WESTERN SYSTEMS ANALYSIS EXPLANATION

A. ORGANIZATIONS DIVIDED INTO: PROGRAMMED DECISION MAKING -- NON PROGRAMMED DECISION MAKING.
B. TRADITIONAL ORGANIZATION HAD NARROWLY DEFINED PURPOSE, e.g. PRODUCTION AND DISTRIBUTION.
C. RESULTED IN TWO TYPES OF ORGANIZATION
  1. OPEN --ANALAGOUS TO A LIVING SYSTEM
  2. CLOSED -- ANALAGOUS TO A DEAD SYSTEM
    a. divided into its separate parts
D. SYSTEMS ANALYSIS AS A MEANS OR BRIDGE OF MAKING A DEAD SYSTEM LIVE.
  1. IMPROVEMENT IN INFORMATION FLOW
  2. ENCOURAGEMENT TO DELEGATION
    a. CROSSING LINES AND ECHELONS
  3. REINTERPRETING PLANNING, ORGANIZING, CONTROL, AND COMMUNICATION IN TERMS OF THE NEED TO INCREASE THE EFFICIENCY AND ACCURACY OF THE DECISION MAKING/ OBJECTIFICATION PROCESS.
E. NON-WESTERN ALTERNATIVE
  1. MANAGEMENT BY PERSONAL OBJECTIVE.
    a. PREDETERMINED DECISION AS A VIABLE ALTERNATIVE TO OBJECTIFICATION
    b. SUBSTITUTION OF HUMAN SUPPORT FOR OBJECTIVE SUPPORT
    c. RESTRICTED INFORMATION FLOW AS A BASIS FOR MOVING TOWARDS PERSONAL TASK ACCOMPLISHMENT.
F. WHY DID SYSTEMS ANALYSIS DEVELOP IN THE WEST?
  1. COMPLEXITY OF ORGANIZATIONS
  2. NEW SOCIAL AND TECHNOLOGICAL DEMANDS PLACED ON TECHNO-

MANAGEMENT SYSTEMS
   3. VOLUME INFORMATION
   4. LEAD TIMES

V.. EFFECT OF SYSTEMS ANALYSIS ON THE NON-WESTERN ALTERNATIVE
   A. ENHANCEMENT ON Y ASPECT?
   B. OBJECTIFICATION OF Y ASPECT.

VI. SUMMARY
   A. In this context, what does Systems Analysis offer in an X or Y and X+Y situation?

VII. REFERENCES:

A. Johnson, Richard, et. al. The Theory and Management of Systems, McGraw Hill Inc. 1960.

B. Magee, John F. Physical Distribution Systems, McGraw Hill Inc, 1970.

INTRODUCTION:

Previous lectures have dealt with the process of Western/ non-Western interaction in terms of the organizational and motivational pre-requisites which appear to be necessary for the introduction of a modern techno-management system in the non-West. The assumptions of these lectures were:

1. Problem areas are mainly due to attitudinal and structural differences between the West and non-West. These differences are caused by different historical and behavioral patterns.
2. Western behavioral science offers an approach for both quantifying these differences and beginning a process of integration.
3. Establishment of a non-Western management "model" (i.e. X+Y) provides some insight into the type of adaptation both West and non-West must undergo as a means of interacting successfully.
4. To be successful both the West and non-West must undergo a process of attitudinal and structural adaptation as a means of developing a "shared perception" of the problems and options involved in any process of Western non-Western interaction.
5. On the Western side this shared perspective:
   a. Establishes a management/orgainzational pattern that is useable and applicable to an X+Y system.
   b. Establishes a planning, recruitment, and personnel utilization process that minimizes the internal/ external problem areas.
   c. Establishes a training pattern that is pragmatic in its ability to adapt X or Y management and technique to an X+Y situation.
6. On the non-Western side this process:
   a. Encourages non-Western management to utilize, in adapted form, the possibilities offered by Western technique.
   b. Encourages an understanding of those attitudes (eg. decentralization motivation etc.) which are the foundation of modern western management.
   c. Encourages an understanding and willingness to deal with intercultural management in terms of:
      1. Planning
      2. Training
      3. Utilization of personnel

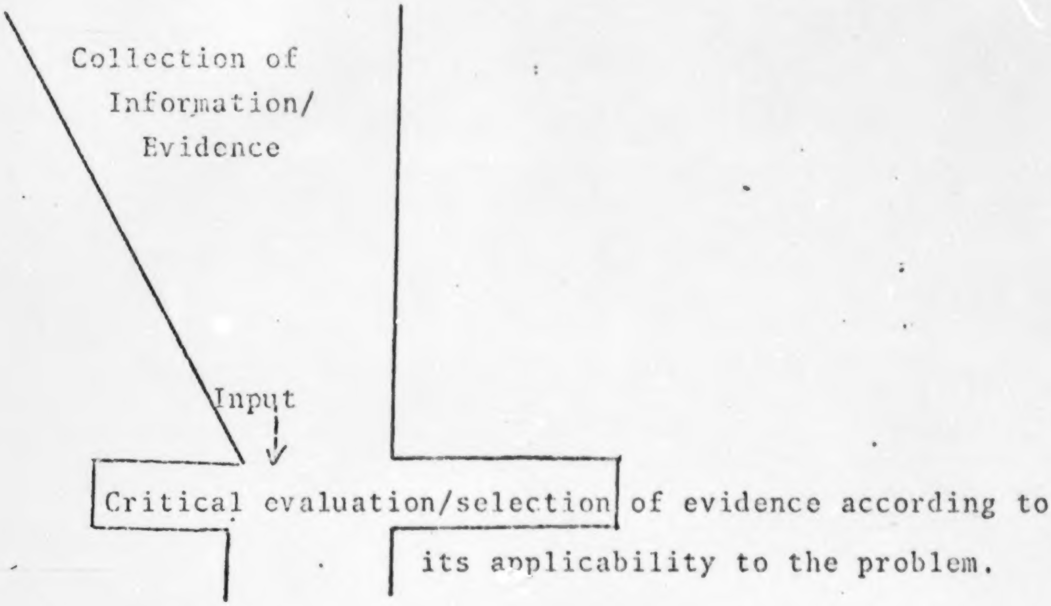
INFORMATION FLOW IN WESTERN AND NON-WESTERN MANAGEMENT SYSTEMS

After organization and utilization of personnel, information flows and the decision making process presents what is possibly the widest discrepency between Western and non-Western management. Both systems regard control and manipulation of information as a basis for power. The West however, tends to see the utilization of that power in terms of the opportunity it provides for task accomplishment. The non-West uses information to achieve personal objectives.

Because of the overriding priority placed on achievement of organizational objectives, Western systems attempt to make information flow freely and subject it to interactive patterns of criticism. All information generated by an organization, ideally, is designed to provide input or evidence for the decision making process.

Non-Western management tends to use information for the achievement of personal objectives. Data in this sense is a weapon, not a means of objectification. This is partially demonstrated by the non-Western critical process. In the West criticism is most often designed to be objective and oriented towards improvement of the decision making process. In the non-West however, criticism, like information, is personal. In consequence, criticism is subjective and designed to achieve personal objectives. This is illustrated by the comparison of the Western/non-Western decision making process drawn below:

FIGURE I. A Western system where the initial step in the decision making process consists of defining a problem in the context of organizational objectives.

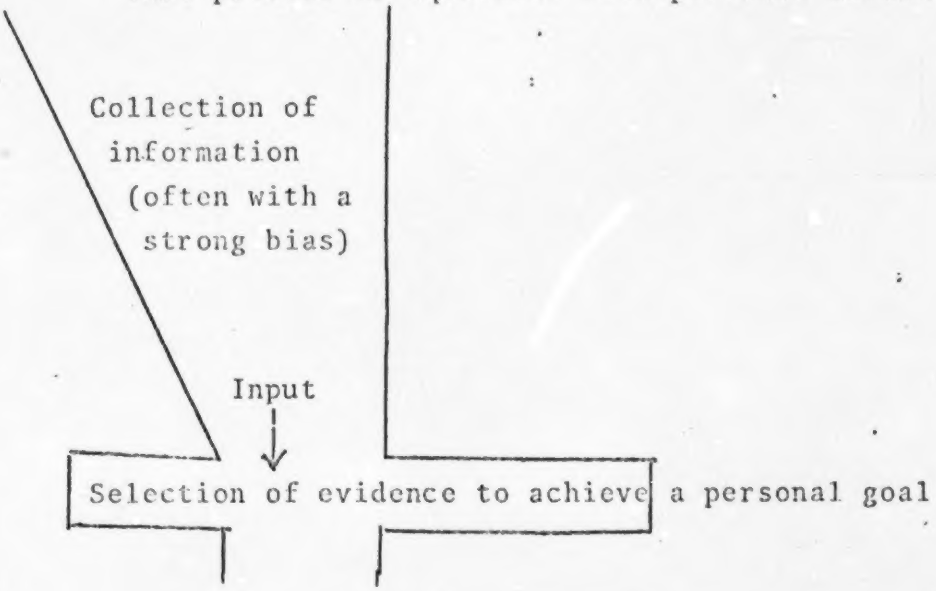


Critical evaluation/selection of evidence according to its applicability to the problem.

Derivation of a solution to the problem by:
  a. Removal of subjective considerations
  b. Utilization of evidence
  c. Game planning

Direction of information flow == ⟶

FIGURE II. A non-Western system where the initial step consists of defining a problem in terms of how resolution of that problem is equatable with personal advancement.


Collection of information (often with a strong bias)
Input
Selection of evidence to achieve a personal goal

Derivation of a solution to a problem:

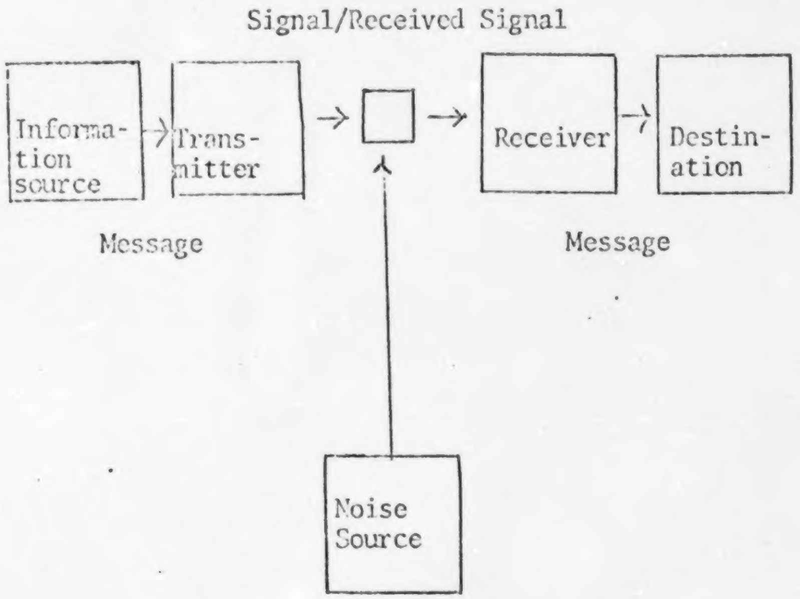
a. personal advancement through the utilization of a solution determined prior to collection of evidence.

b. Biased selection of evidence to support already reached, and suppression of criticism to insure that patterns of personal advancement are maintained.

Direction of information flow == ⟶

INFORMATION FLOW AND SYSTEMS ANALYSIS

Like motivational technique and decentralized management, systems analysis is a result of the Western transition from labor intensive to technologically intensive solutions. After the Second World War, the information theories of men like Norbert Weiner and Claude Shannon began to interpret orginization in terms of cybernetics. It soon became obvious that increasing demands for more efficient organizational activity required the establishment of a model delineating information flow. An initial result of this requirement is the model outlined below:



Notice that as the message is transmitted it is subjected to interference; that, in this case, is electronically derived. This interference has the net effect of distorting all or part of the message. Consequently, effective communication requires two additions to a basic communications system; a means of repeating the message, to insure its arrival, and a means of getting "feedback" from the destination to insure that the received information was the same as the transmitted information.

With cybernetics as a basis, information theorists began the process of extending their concepts into organizational and societal contexts. Norbert Weiner for example, in this book The Human Use of Human Beings, attempts to demonstrate that man and machine differ mainly in terms of complexity and that if a computer could be made sophisticated enough it would essentially be"human." A direct result of this was a reinterpretation of the process of organization in light of the flow and utilization of information. Organizations became 'systems' or collections of components that began with individual employees and ended with the whole organization. Organizations were divided into:

> "...three layers; an underlying system of physical production and distribution processes, a layer of programmed (and probably automated) decision processes for governing routine day-to-day operation of the physical system and a layer of nonprogrammed decision processes (carried out in a man-machine system) for monitoring the first level processes, redesigning them, and changing parameter values.
>
> 2. Organizations will still be heirarchical in form, the organization will be divided into major subgroups, each of these into parts, and so on, in familiar forms of departmentalization. Product divisions may become even more important than they are today, while sharp lines of demarcation among purchasing, manufacturing, engineering and sales are likely to fade."

In this context, organizations are then divided into two types, open and closed systems:

OPEN SYSTEM	CLOSED SYSTEM
analagous to a living organism which is not a conglomeration of separate elements but a definite system possessing organization and wholeness. "An organism is an open system which maintains a constant state while the matter and energy that enter it keep changing	analagous to a static organism in that it permits lettle to no interaction with elements outside the system, has tendencies in "conglomerate' direction, no systematic points for decision making and is generally incapable of reproducing itself.

Essentially, Systems Analysis seeks to make an organization more effective by improving its utilization of information. Some systems analysts, for example, feel that: "the systems that are likely to be emphasized in the future will develop from tasks, projects or programs, and authority will be vested in managers whose influence will cut across traditional departmental lines. In brief then, systems analysis covers the techniques of men like McGregor, Herzberg, and Argyris while at the same time placing these techniques in an effective organization context. Systems analysis makes major alterations in traditional interpretations of the Planning, Organizing, Control, and Communications aspects of organization.

Planning-The managerial function of planning is one of selecting the organizational objectives and the policies, programs, procedures, and methods for achieving them. The planning function is essentially one of providing a framework for integrated decision making and is vital to every man-machine system.

Organizing -The organizing function helps to coordinate people and resources into a system so that the activities they perform lead to the accomplishment of system goals. This managerial function involves the determination of these activities, and the assignment of authority and responsibility for their performance. Thus the organizing function provides the interconnection, or intertie, between the various subsystems and the total organizational system.

Control-The managerial function of control is essentially that of assuring that the various organizational subsystems are performing in conformance to the plans. Control is essentially the measurement and correction of activity of the subsystems to assure the accomplishment of the over-all plan.

Communication-The communication function is primarily one of the transfer of information among decision centers in the various subsystems throughout the organization. The communication function also includes the interchange of information with the environmental forces.

Although these four managerial functions are listed and described separately, they should not be considered an independent activities, nor is any exact time sequence implied. Adequate performance of each of these functions is dependent upon the performance of the other three. For example, effective communication and control depends to a major extent upon the adequacy of the organizational structure and the planning process. Thus the total management process involves coordinating all four of these activities in order to meet the over-all objectives of the system.

THE DEVELOPMENT OF SYSTEMS ANALYSIS

Systems analysis is another result of modern technology and the 20th century management shift to technologically intensive solutions. Technological sophistication has made it increasingly difficult to function within the parameters of the Taylor model.

Data processing, automation, and the increasing complexity of production/distribution systems established two major problem areas for all Western organizations: volume and time.

Previous lectures have demonstrated the support and foundation which the Taylor model provided for the establishment of a highly centralized, management approach based on the interchangeability and replaceability of both employees and technology. This encouraged development and utilization of a rigid "one-directional" decision making/planning model.

As the sophistication and complexity of technology increased, workers and managers became less interchangeable. Even on assembly lines, the expense of training a new employee is often greater than the expense of motivating an old one. A similar effect holds true for systems analysis. The complexity of 20th century technology bred a similar complexity in 20th century organization. Demands for information, decision making, planning and production acquired such a high order of magnitude in terms of volume and diminished lead time that functional or scientific management began to be no longer adequate. Feed-back systems of decision making information flow, decentralized management, and forecast planning acquired new orders of importance. Resolution of these problems then required the utilization of both behavioral science and an effective means of dealing with large volumes of information effectively and in a short time. Here Systems Analysis deals with three problems:

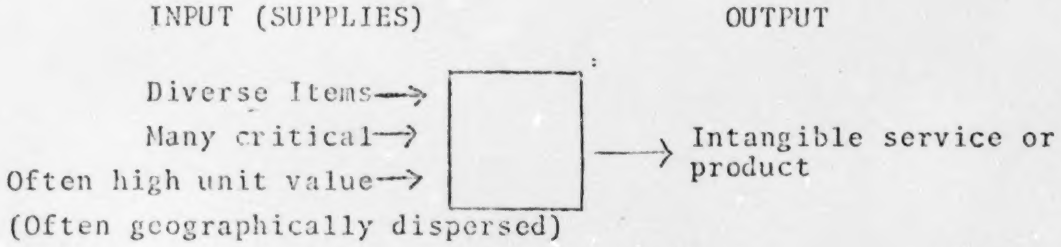
"Level A: How accurately can the symbols of communication be transmitted (the technical problem).
"Level B: How precisely do the transmitted sysbols convey the desired meaning (the semantic problem)
"Level C: How effectively does the perceived meaning effect the conduct in desired way(the effectiveness problem)."(p99)

In this context, "The function of the organization is to facilitate the flow of information and the making of appropriate decisions. In this view the communications system appears paramount with organizations structured around it as a system of reference. In turn the communications system is considered primarily as a supplier of information for decisions." (p104)

IMPLICATIONS IN A NON-WESTERN ENVIRONMENT

The order of problem in systems analysis terms, which non Western management faces in the process of acquiring modern techno-management systems is illustrated by the following diagram:

Physical Distribution in Service Activities


INPUT (SUPPLIES)
OUTPUT
Diverse Items
Many critical
Often high unit value
(Often geographically dispersed)
Intangible service or product

As the non-West acquires modern technology, pressures are mounting which demand the modification of the existing X+Y system. The question is whether or not this modification can be derived from structure. It is relatively easy to maintain, for example, that the X factor in non-Western management will be forced in some manner to decentralize, and that the Y factor will be compelled to act in a more task oriented manner. Yet the problem in this is to make these modifications without losing the advantages inherent in an X+Y matrix. Non-Western management has a dual ability to be flexible and rigid as the situation demands and in a manner that is difficult to find in the West. The adaptability of this approach is consequently much higher than its Western equivilant. How to preserve that adaptbility while at the same time building in task achievement and centralized decision making and information flows is extremely problematic.

PART I

LECTURE EIGHT

SUMMARY

THE PLANNING PROCESS

I INTRODUCTION

A. SUMMARY OF PREVIOUS LECTURES

B. INTRODUCTION TO PLANNING

1. AS A BASIS OF TASK ORINETATION

2. AS A BASIS OF ORGANIZATION

3. AS A BASIS OF OBJECTIFICATION

4. AS A BASIS OF WESTERN-NON WESTERN INTERACTION AND THE INTEGRATION OF WESTERN AND NON WESTERN TECHNO MANAGEMENT SYSTEMS.

C. PLANNING PROCESS

1. FORMULATION OF ALTERNATIVES

2. ESTABLISHMENT OF A BASIS FOR DELEGATION OF RESPONSIBILITY, AUTHORITY, AND DECISION MAKING.

3. FORECASTING

4. RETURNS MUST EXCEED COSTS.

a. Manpower costs

b. Time costs

c. Highly dependent upon motivation and personnel capabilities.

5. These provisions apply to both a Western and non-Western environment.

II CONCEPTS:

A. OCCURS AT ALL LEVELS:

Western	non-Western
Lower levels tend towards tactical or program planning higher levels tend towards stratigic or anticipatory planning.	Dependent both on situation and on level inside organization X situations make for no planning at lower levels Y situations tend to make for planning at all levels.
b. Future based	b. May or may not be future based.
c. Research derived	c. May or may not be Research based.

III STEPS - COMMON TO WEST AND NON-WEST

A. RECOGNITION OF NEED

B. ESTABLISHMENT OF OBJECTIVES

C. PREMISING

1. Non-controllable (population growth, price levesl) Western Planning with respect to introduction of a modern techno-management system on either side has yet to become a controlled planning premise.

2. Semi-controllable (eg. labor turnover)

3. Controllable (company or organizational policies)

4. All premises are difficult to control due to their future orientation.

D. DEFINITION OF ALTERNATIVES BASED ON PREMISES.

E. SELECTION OF A COURSE OF ACTION.

IV. COMPARISON WITH THE DECISION MAKING PROCESS:

PLANNING SEQUENCE	DECISION MAKING SEQUENCE
1. Forecase to future environment recognition of need, awareness of opportunity	1. Recognition or awareness of a problem-identifying the situation where a decision is required.
2. Establishment of objectives, identification and awareness of goals.	2. Formulation of a concise statement of the problem-understanding of the goals of the system in which the decision is to be made.

3. Development of premises analysis of variables affecting the situation.	3. Analysis of information available as it applies as it applies to the problem.
4. Formulate alternate courses of action based on previous information and parameters.	4. Formulate possible alternative solutions to the problem based on information available.
5. Selection of a course of action and the best plan.	5. Selection of the decision, the course of action.
6. Use of feedback for modification and updating of plans.	6. Use of feedback to accomplish successful future decisions.

V. ORGANIZATIONAL USE OF THE PLANNING FUNCTION

A. PLANNING AT ALL LEVELS

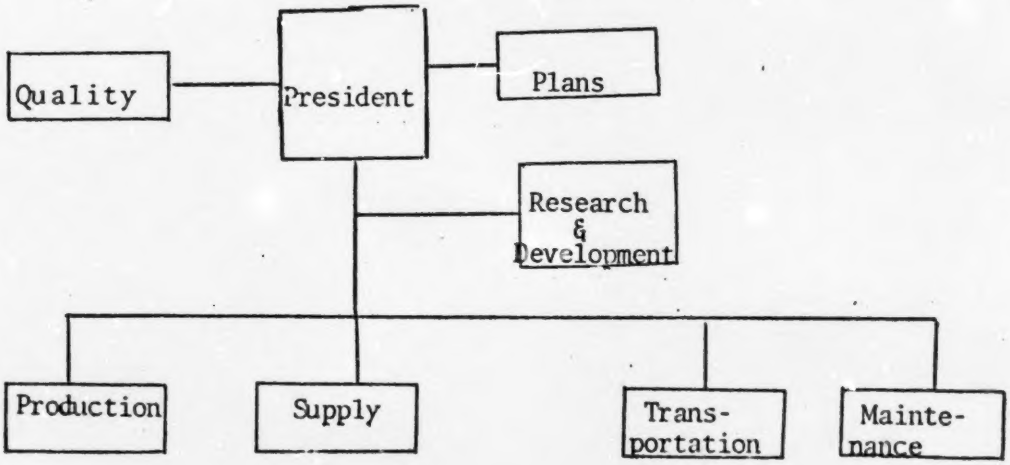
B. STAFF FUNCTION

C. ORGANIZATION/STRUCTURAL CHANGES

D. PERMANENT PLANNING SECTION

E. TEMPORARY PLANNING COMMITTEE

F. COMBINATION


Quality
President
Plans
Research & Development
Production
Supply
Transportation
Maintenance

VI NON-WESTERN PLANNING

I. Emphasis is on personal achievement

II. West uses desire for personal Achievement to achieve goals.

III. EVIDENCE SUPPORTS PERSONAL GOALS, NOT A PROCESS OF OBJECTIFICATION.

VII SUMMARY

BIBLIOGRAPHY

I. FM 101-5 Staff Officers Field Manual of Staff Organization and Procedure

II. Hutchinson, John, Organizations, Theory & Classical Concepts

III. Koontz & O'Donnell, Principles of Management

INTRODUCTION

Planning, unlike the decision making process, attempts to prepare for all developments that can be anticipated for a given time frame. The basic goal of planning is to influence the future by taking logical, pre-determined action in the present. Plans, whether formal or informal, should necessarily be incorporated into organizational goals and constitute the essence of effective operations.

The goal oriented process of planning results in the formulation of alternative methods, strategies, and approaches designed to assist the organizational operation. Carefully considered plans provide a solid basis for delegating duties and for projecting returns from the various combinations of resources available for operations. Benefits from the planning activity helps improve the organization's performance both in future and in immediate present.

Although the benefits of competent planning are numerous, there are certain associated costs. The exercise of planning is beneficial only if returns exceed costs. Preparation is an expense in terms of manpower and time resources-especially for single use plans. Once prepared, there is a tendency toward inflexibility because of people's natural resistance to change. Another problem exists because plans are based on forecasts and forecasts, as an information base, are subject to change. Successful planning is highly dependant upon the skill and expertise of the planners involved. Significant importance is placed upon planner activity and judgement so that pitfalls of planning are avoided or minimized.

CONCEPTS

The planning activity is universal in nature - occurring at all levels within an organization and requiring certain definite steps on the part of those involved. Because plans are oriented toward the future in the light of future problems with respective future solutions, the key to good planning lies in reliable forecasts and careful research. Similarly the final selection of a particular plan must be based upon criteria having validity in the present and future. The detail of a planning undertaking varies with each situation but certain basic concepts are present in every planning sequence.

The starting point for planning lies in recognition of its need. Here, an analysis of the current situation is mated with a prediction of the future

Persons involved must be intimately aware of resource availability, strengths, and weakensses of the current situation. The future must be viewed with clarity and purpose with a resonable understanding of inherent uncertainties as well as expected gains or achievable goals.

Establishment of objectives follow recognition of need. For the purpose of cohesive and comprehensive plans, objectives for the overall enterprise as well as subordinate units must be identified. Objectives should clearly indicate the results desired in a particular future time, and should indicate how the future needs satisfied. The definition of objectives become more sensitive as one views the subordinate relationships within an organization. While objectives remain general in nature at higher management levels and assume a more rigid and precise definition in lower operational levels, the competent manager/planner will have an operating knowledge of the entire structure. In essence, objectives control the nature of the planning activity.

After identification of objectives, the planning thought process then turns to premising. Premises are planning assumptions - or the environment of plans in operation. By nature, they are very detailed and consider as many aspects as possible in a particular situation. Of course, the study of preliminary information and the advancement of forecasts assume a primary importance. As one might suspect, superior plans affecting managers of lower levels become premises for those manager's planning.

There are basically three types of premises. Non-controllable premises include those areas where an enterprise has no control such as population growth, price levels, and business cycles among others. Semicontrollable premises might include the firms assumptions as to market share, labor turnover, labor efficiency, etc. Controllable premises are those decided by management and involving policies and programs perhaps for expansion into new markets, dropping a product line, or company organizational structure.

It is difficult to keep premises updated because they are derived from plans for some future activity. In an on going situation there is a continuous interdependency among future plans, current premises and the ever changing operational environment.

After premises are identified, a search and examination for alternative courses of action is accomplished. The idea here is to manipulate data, perhaps with some simulation of furture events, so that several courses of action as a minimum are available for study by management.

Evaluation of alternatives involves the delicate handling of often nebulous or uncertain data by management. The evaluation process must necessarily consider objectives, company goals, weak and strong points of alternatives, resources, probabilities of success, and other applicable factors.

Selection of a course of action entails the final realization or selection of a plan. Once a commitment is made the problems of acceptance by affected managers and employees as well as implementation still remain.

PLANNING vs DECISION MAKING

At this point it is interesting to compare the planning process with the decision making process. Essentially a plan is the formulation of a decision which will have application in the future. Notice the functional similarities in the chart presented below.

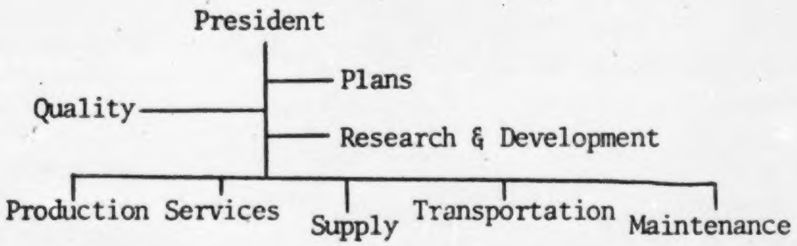
Planning Sequence	Decision Making Sequence
1. Forecast of future environments -- recognition of need, awareness of opportunity.	1. Recognition or awareness of a problem -- identifying the situation where a decision is required.
2. Establishment of objectives, identification and awareness of goals.	2. Formulation of a concise statement of the problem - understanding of the goals of the system in which the decision is to be made.
3. Development of premises - analysis of variables affecting the situation.	3. Analysis of information available bearing on the problem.
4. Formulate alternate courses of action based on previous information and parameters of operation.	4. Formulate possible alternative solutions to the problem based on information available.
5. Selection of a course of action and the best plan.	5. Selection of the decision, the course of action.
6. Use of feedback for modification and updating of plans.	6. Use of feedback to accomplish successful future decisions.

Where is the distinctive difference? Time is the major factor, where plans are intimately concerned with the future environment with reliance upon the decision making process as a step by step operational activity to plan reliazation.

Organizational Use of the Planning Function

Although the actual formulation of a plan constitutes a major contribution to the organizations ongoing behavior, there still remains the all important aspect of plan acceptance and implementation. Here again we can observe the existance of a number of alternatives for action with respect to the organization's use of the planning concepts. Effective planning is universal - occurring at all organization levels. The discussion so far has been concerned with the tools and processes used by individuals for planning. In addition to the individual aspects, there also exists an organizational structure in which individual contributions to overall effort are made.

Because planning is a staff function, there are four fundamental methods for its incorporation into the organization. Planning requirements vary and perhaps the most common applications occur with *no organization structural changes*. Once the need is recognized, planning is accomplished through contributions made by existing staff members. The members remain in their assigned positions with planners coordination among operational sections and various levels of management. Another alternative is to create a *permanent planning section*. After cost considerations, this approach offers a continuous long range planning capability while leaving other organization operations free to function and concern themselves with short range planning requirements. This alternative is useful when operational developments are intense and expensive in nature. A permanent planning section is also desireable when future and current operations are not closely related. A *temporary planning committee* is desireable for those special large projects whose frequency of occurrence is small. Certain organizations might find a *combination* of these approaches best satisfy operational needs. But, in any case, the physical planning process remains unchanged. Only the level of planning required influences how an organization seeks to use this vital operational tool.



PLANNING IN A WESTERN/NON-WESTERN ENVIRONMENT

Obviously both the West and the non-West utilize the procedures outlined above. The West however, relys on the potential for objectification, which this type of planning offers, to a much greater extent that the non-West. Even in those cases where individual managers are either unmotivated or unequipped to deal with the requirements for evidential manipulation, which are the prerequisites for successful planning, the process itself insures a task orientation which nevertheless benefits the organization as a whole.

With certain exceptions, non-Western management tends to emphasize and confine this type of planning to the Theory Y aspects of its organizations. Consequently the task orientation and planning are either subordinate to or on a par with the desire to achieve personal objectives.

BHI MANAGEMENT TRAINING COURSE - GOI/BHI PHASE

PROBLEMS IN INTERCULTURAL MANAGEMENT

LECTURE NINE

SUMMARY

Part 1.	Systems and Control in a Western/non-Western Environment
Part 11.	Unsimplified transcript of videotape No. 0563, Berlo Communication Series
Part 111.	Conflict, an Extreme Example

I. INTRODUCTION:

A. REVIEW OF PREVIOUS LECTURE

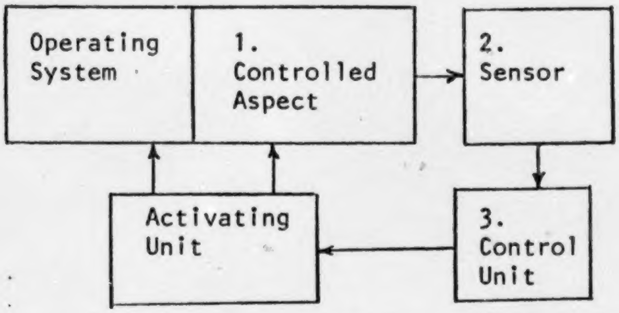
B. GOALS

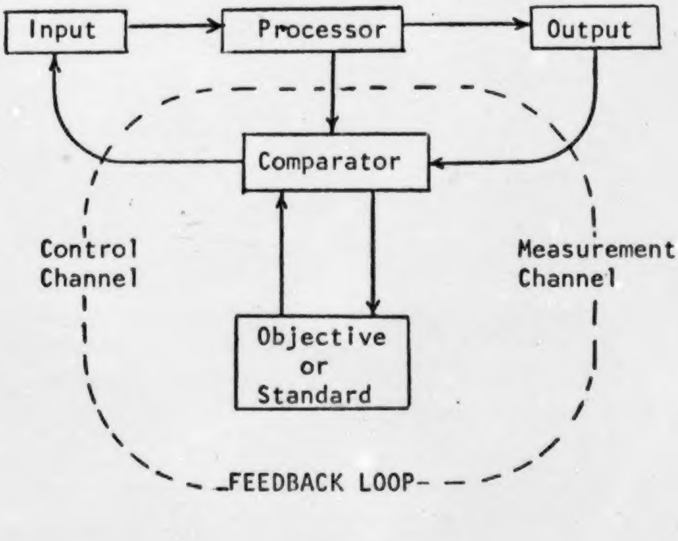
1. To outline patterns of control in Western and non-Western organizations.

2. To list control requirements for a modern techno-management system.

3. To initiate development of an effective control process in the intercultural environment.

II. CHARACTERISTICS OF CONTROL


Operating System
1. Controlled Aspect
2. Sensor
3. Control Unit
Activating Unit


Input
Processor
Output
Comparator
Control Channel
Measurement Channel
Objective or Standard
FEEDBACK LOOP

A. INFORMATION THEORY

1. Claude Shannon & Norbert Weiner

2. Distortion as a result of transmission

3. Addition as a result of transmission

4. Need for repeatability and shared perspective

B. STANDARDS/OBJECTIVES

1. Academic

2. Quality Control

C. FEEDBACK

III. CONTROL PROBLEM AREAS

A. IDENTIFICATION OF PROBLEM

1. Awareness of goals

2. Personnel weakness

B. INCOMPLETE OR INACCURATE INFORMATION

C. LESS TECHNICAL AREAS MAKE DEFINITION OF CONTROL STANDARDS DIFFICULT

C. TIME PROBLEM

A = Point where direction of output is realized
B = Corrective input is added
C = Error is noted-directive to remove resources
D = Resources are removed
EB & FD = Information time lag

IV. CONTROL IN A NON-WESTERN/WESTERN ORGANIZATION

A. APPROACHES TO CONTROL

1. WESTERN: Purpose of control is to insure proper movement towards organization (i.e. impersonal) objectives.

2. Control systems assume that the majority of employees are oriented towards the achievement of organizational objectives.

3. Control systems are designed to correct action after the fact. Control input is used as criticism in the preparation for future action.

4. Control systems are designed to insure a high level of open feedback. All criticism is oriented around task accomplishment.

5. Both high and low levels of control are possible. Low levels of control are preferred however.

6. NON-WESTERN: Purpose of control is to insure movement towards personal (subjective)objectives.

7. Control systems assume that individual employees represent a possible threat to the achievement of personal goals.

8. Control is exerted prior to and throughout an activity as a means of insuring the retention of personal power.

9. Control systems are designed to insure a high level of covert feedback. Criticism tends to be regarded as a personal attack or threat to authority.

10. Both high and low levels of control are possible. The degree of control varies greatly from situation to situation.

B. PROCESS OF INTERACTION

1. WESTERN: Loose to non-existent control due to lack of prior planning and the overriding priority for establishing an organization.

2. Establishment of a control system without an adequate sense of direction since goals, planning and standards are still inadequately defined.

3. Control systems tends to over compensate and begins to acquire patterns of oscillation akin to those found in an X+Y system. Assumptions appear which tend to assume it is better to control prior rather than after the fact.

4. NON-WESTERN: Loose control evidenced by a willingness to permit deviation due to the need to acquire what the Western system is tasked to provide.

5. Growing awareness of the need for the non-Western organization to exert some sort of control over both the Western organization's expenditures and the ideas which the Western system could potentially input into the X+Y system.

6. Loss of confidence in the X or Y system's ability to control itself. Possible overreaction against the X or Y system.

V. MANAGEMENT AND CONTROL

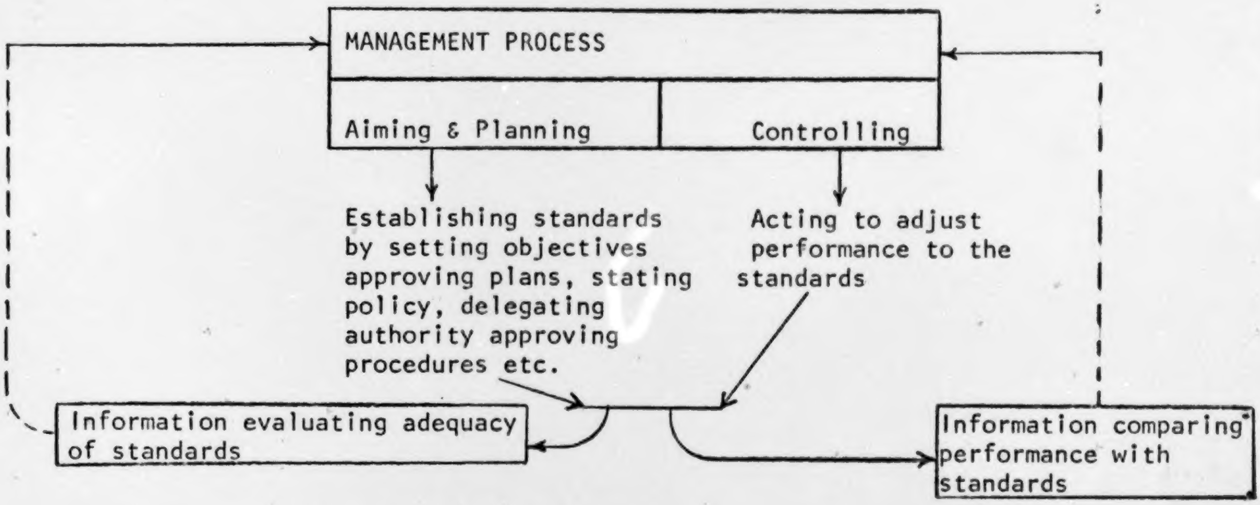
A. BASED ON X or Y ASSUMPTIONS OF CONTROL

B. CONTROL BASED ON DELEGATED AUTHORITY

C. TOO MUCH VS. TOO LITTLE AS AN INPUT TO CREATIVITY, INITIATIVE ETC.

D. THEORY X-TYPE CONTROL ASSUMPTIONS.

E. CONTROL AS AN INFLUENCE ON THE SOPHISTICATION REQUIRED FOR MANAGEMENT


MANAGEMENT PROCESS
Aiming & Planning
Controlling
Establishing standards by setting objectives approving plans, stating policy, delegating authority approving procedures etc.
Acting to adjust performance to the standards
Information evaluating adequacy of standards
Information comparing performance with standards

VI. SUMMARY

A. THE NEED FOR ANTICIPATORY CONTROL

1. Span of control

2. Clear standards

3. High quality training

B. WILLINGNESS TO ACCEPT AND REACT TO CONTROL

C. CONTROL AND MANAGEMENT PERSONALITY

1. Span of control

2. Use of planning and forecasting

3. Too much or too little

4. Assumptions of human behavior

REFERENCES:

I. John F. Magee, Physical Distribution Systems, McGraw Hill New York 1970

II. Richard A. Johnson et. al., The Theory and Management of Systems, McGraw Hill, 1968

PART I

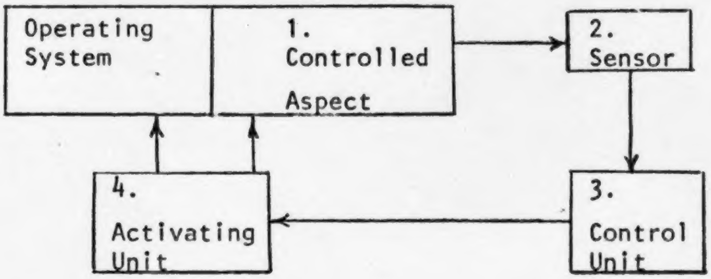
SUMMARY

SYSTEMS AND CONTROL IN A WESTERN/NON-WESTERN ENVIRONMENT

CHARACTERISTICS OF CONTROL

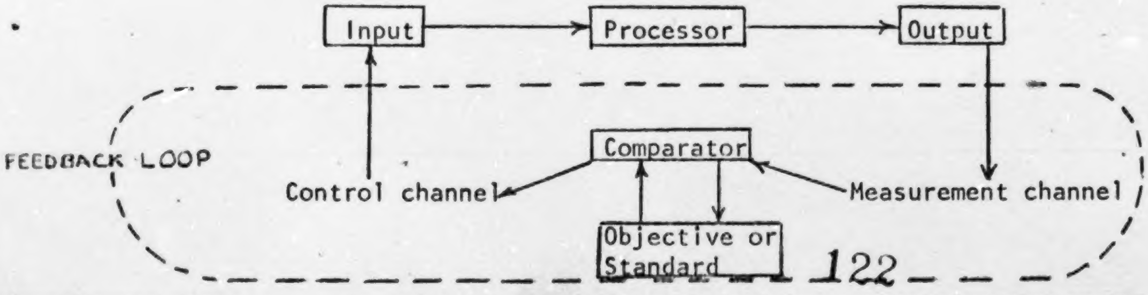
Design and establishment of effective means of control is a problem area that has faced organizations universally. Modern approaches to the utilization of information flows, however, offer opportunities to design control systems or patterns that correlate with concepts of motivation and systems analysis. For this course, the question then becomes that of adapting control concepts to the Western/non-Western environment.

Whether in the West or non-West, control as a process, and by degree, follows the following pattern.


Operating System
1. Controlled Aspect
2. Sensor
3. Control Unit
4. Activating Unit

The controlled aspect represents that plan, system, office etc., which the organization as a whole is interested in examining. The sensor aspect of a control system is responsible for measuring the controlled aspect's performance. This might consist of a device (eg. a thermostat) or a procedure (quality control inspectors on an assembly line). Once the sensor determines the existence of a problem, the control unit decides what corrective measures should be taken and then releases the corrective information to the activating unit which then feeds corrective action into the system.

Obviously, this approach has been heavily influenced by the advent of cybernetics and automatic data processing. To function effectively it requires open flows of information and an interactive approach to criticism. Most importantly however, is the necessity for orienting both the control and the original project around the achievement of organizational goals. In general, every goal-seeking system employs circuits or feedback. The nature of the "feedback loop" and an organization is illustrated by the following diagram:


Input
Processor
Output
FEEDBACK LOOP
Comparator
Control channel
Measurement channel
Objective or Standard

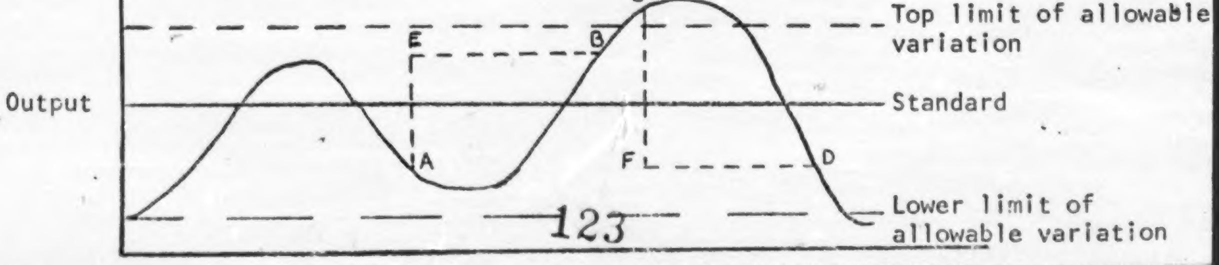
CONTROL PROBLEM AREAS:

In brief, control is a process of policy verification. While this differs in the West and non-West there is a certain commonality of problem areas that should be explored as a prerequisite for developing a comparison of Western and non-Western approaches to control. The first problem area lies in the process of identification. Obviously some aspects of an organization require more control than others. Making that sort of determination requires both a profound awareness of the organization's goals and an awareness of the personnel who are attempting to achieve those objectives. Secondly, elements of all organizations either through accident or design occasionally generate incorrect input into the control mechanism at some point in the monitoring process. Incorrect or incomplete information lessens the impact of the entire control system. Third, less technical goals (eg. those of an educational or training institution) make adequate definition of standards extremely difficult. "Academic Standards" for exampe is at best a nebulous term. Yet the need for establishment of adequate academic standards as a prerequisite to any successful educational system is clear. Finally, the time element in the control process due to its impact on tendencies to over or under control:

> "Time is a problem in the control of systems (rapidity of response). The more rapid the response of the system to an error signal, the more likely it is that the system will overadjust; yet any delay in generating correct input can be extremely costly. Further, inadequate or improper feedback flows may bring about a regeneration of output leading to an oscillatory effect....Any system with negative feedback will maintain a continuous oscillation when disturbed if (1) the time delays in response to some frequency add up to half a period of oscillation and (2) the feedback is sufficiently large at this frequency.
>
> The most critical problem arises where the delay is exactly one-half cycle, for then corrective action is superimposed upon a deviation which at that moment is in the same direction as that of the correction. This oscillatory behavior, known as hunting, causes the system to overcorrect too much in the other direction, and so on, until the oscillations become very pronounced." (pp 23-17-23-18) *The Theory of Management of Systems*.

This effect is illustrated by the following diagram:

OSCILLATION & FEEDBACK


C
Top limit of allowable variation
E
B
Output
Standard
A
F
D
Lower limit of allowable variation

A = Point where direction of output is realized
B = Corrective input is added
C = Error is noted-directive to remove resources
D = Resources are removed
EB & FD = Information time lag

CONTROL IN WESTERN AND NON-WESTERN ORGANIZATIONS

When applied to the process of West/non-West interaction, the problems of establishing adequate control functions acquires a new dimension. This is illustrated by the following chart:

APPROACHES TO CONTROL

WESTERN ORGANIZATION	NON-WESTERN ORGANIZATION
1. Purpose of control is to insure proper movement towards organizational (i.e. impersonal) objectives.	1. Purpose of control is to insure movement towards personal (subjective) objectives.
2. Control systems assume that the majority of employees are oriented towards the achievement of organizational objectives.	2. Control systems assume that individual employees represent a possible threat to the achievement of personal goals.
3. Control systems are designed to correct action after the fact. Control input is used as criticism in the preparation for future action.	3. Control is exerted prior to and throughout an activity as a means of insuring the retention of personal power.
4. Control systems are designed to insure a high level of open feedback. All criticism is oriented around task accomplishment.	4. Control systems are designed to insure a high level of covert feedback. Criticism tends to be regarded as a personal attack or threat to authority.
5. Both high and low levels of control are possible. Low levels of control are preferred however.	5. Both high and low levels of control are possible. The degree of control varies greatly from situation to situation.

Obviously both Western and non-Western organizations are capable of employing any of the points or processes outlined above. The above chart however is designed to show the representative behavior most often found on each side. In this context the question then becomes that of determining the influence which an X + Y system exerts on an X or Y system.

Initial research indicates that control in an intercultural environment takes the following pattern:

INTERCULTURAL CONTROL

WESTERN ORGANIZATION	NON-WESTERN ORGANIZATION
1. Loose to non-existent control due to lack of acequate prior planning and the overriding priority for establishing an organization.	1. Loose control evidenced by a willingness to permit deviation due to the need to acquire what the Western system is tasked to provide.
2. Establishment of a control system without an adequate sense of direction since goals; planning and standards are still inadequately defined.	2. Growing awareness of the need for the non-Western organization to exert some sort of control over both the Western organization's expenditures and the ideas which the Western system could potentially input into the X+Y system.
3. Control system tends to overcompensate and begins to acquire patterns of oscillation akin to those found in an X+Y system. Assumptions appear which tend to assume that it is better to control prior rather than after the fact.	3. Loss of confidence in the X or Y system's ability to control itself. Possible overreaction against the X or Y system.

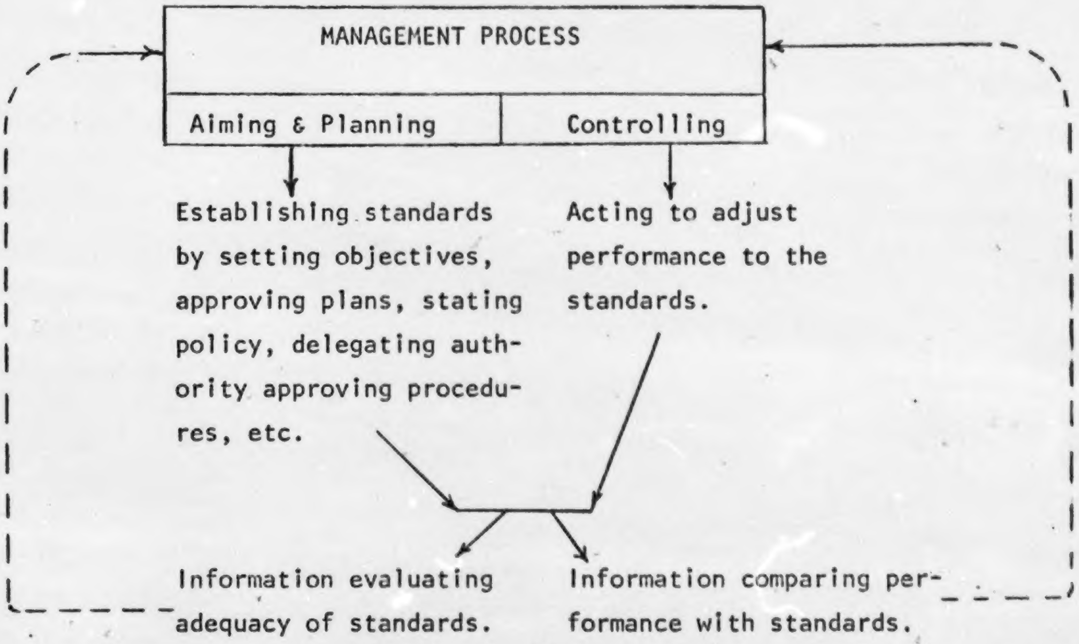
This pattern results from a relatively complex pattern and combination of external and internal problem areas. A partial solution to this, at least for the Western system, involves the development of an anticipation process. In this case, both the degree of a project's change and the rate of change are measured. As a result corrective inputs into the system can be made in time to take a reasonable and controlled effect. Accomplishment of this however requires an ability to establish clear standards which are, "as precise as possible and communicated to all persons concerned." This should not be interpreted to mean that a control system should be as mechanistic as possible. All control systems involving non-technical or human systems tend to build in an element of discretion. It does mean, however, that certain types of systems (educational for example) require relatively clear ideas as to course content or the degree of proficiency required of successful students."

Establishment of an anticipatory process, however, requires both a great deal of inter-organizational (X+Y or Y) planning as well as a willingness for personnel in both organizations to accept and implement the corrections proposed by the control system.

MANAGEMENT AND CONTROL

In a modern techno-management system the problem with respect to control is essentially interpersonal and systemic. In functional terms, each individual is capable of supervising (depending on the complexity of the task) a specific number of personnel. Too few personnel and problems develop from over control/ too many personnel and the manager faces problems caused by an inability to adequately supervise. This is compounded by the pressures which modern technology places on systems to decentralize and delegate both responsibility and authority. "It is therefore incumbent upon managers....who delegate authority to exercise control over actions taken under the authority so delegated. That means checking results as a basis for possible corrective measures." (Magee pp.24-4)

To do this a senior manager has a range of tools that extend from cost accounting to forecast planning. The effectiveness of those tools, however, depends in large measure on a willingness to act with discretion in the sense that too much control stifles initiative and task accomplishment, too little encourages chaos. It is at this point that the motivational factors and techniques discussed in previous chapters can play such a vital role. The assumptions concerning human behavior and the potential which a manager brings to his job determine in large measure the amount of task orientation, creativity, and initiative which his section of the organization will possess. In an ideal situation, the following chart illustrates the management role:


MANAGEMENT PROCESS
Aiming & Planning
Controlling
Establishing standards by setting objectives, approving plans, stating policy, delegating authority approving procedures, etc.
Acting to adjust performance to the standards.
Information evaluating adequacy of standards.
Information comparing performance with standards.

There is a tendency, particularly in more centralized or Theory X type organizations, to regard much of systems analysis and the whole process of behavioral motivation and decentralization as interesting but impractical theory. It is equally hard to see, however, what other approach future management will have in the face of the growing demands placed on a modern management system. In the future, each manager, barring the introduction or development of an as yet unknown management system is going to be dependent on his breadth of knowledge in systems terms and on his ability to delegate authority and responsibility by trusting in the motivation and task orientation of his subordinates.

PART I

LECTURE TEN

SUMMARY

GROUP POLITICS AND CONFLICT

A. GROUPS POLITICS AND CONFLICT: THE MANY FACES OF ORGANIZATIONAL WARFARE

I. INTRODUCTION

1. Western and non-Western organizational functions.

2. Evolution of organizational complexity and its impact upon personnel interaction.

3. Importance of understanding conflict.

II. NATURE OF THE PROBLEM

1. Proximity--a spontaneous reaction to bringing people together leading to:
    a. power plays
    b. control patterns
    c. ascendency (pecking order)

2. Politics

    a. Use for task accomplishment.
    b. Use for personal accomplishment.
    c. FALLACY -- "good management means successful power politics.
    d. Resolution of conflict as a prerequisite to success.
    e. Management of conflict as a prerequisi-e to success.

III. MANAGEMENT OF CONFLICT

1. Abolishment is impossible

2. Desirability of conflict direction.
    a. provides an automatic system of checks and balances.
    b. motivates creativity.
    c. increases innovation
3. Conflict then should be regarded as a manageable asset.

IV. TYPES OF CONFLICT

1. Interpersonal
    - a. highest frequency
    - b. similar in West and non-West -- note differences.
    - c. emotional in nature.
    - d. caused by: personal values, professional orientation group memberships, centers upon power.
    - e. highly volatile in those situations calling for West/non-West interaction.

2. Man vs. System
    - a. different causes produce the same result in the West and non-West.
    - b. opposing departments vs. opposing factions in the West and non-West.
    - c. different patterns of competition in the West and non-West as a means of producing the same result.
    - d. extremely costly in the West and non-West: due to patterns of individual and group isolation, slowdown in decision making, distortion of plans, complication of operations.

3. Group
    - a. as a result of social and internal organizational pressures.
    - b. West, business, ethics, racial, social problems.
    - c. non-West, factional and matrixical--the sum is often greater than the whole, as well as ethnic, political instability, social interaction etc.
    - d. spontaneous derivation of intergroup contact.
    - e. conflict behavior is easy to predict but difficult to resolve.

V. MANAGEMENT TOOLS FOR DEALING WITH CONFLICT

1. Authority
    - a. oldest approach
    - b. formal and informal interaction/authority patterns.
    - c. successful in West and non-West but takes on different patterns.
    - d. authority often leads to alienation.

2. Political tools
    - a. Negotiation, bargaining, trade-off, promises
    - b. Non-West - avoidance of direct confrontation
    - c. West - preference for confrontation
    - d. Non- West -- maintain channels of communication
    - e. West - maintain selective communication.

VI. SUMMARY

1. Conflict as a universal phenomenon
2. Similar causes produce different effects in the West and non-West.

INTRODUCTION:

This lecture will concern itself with operational frictions visible in both Western and non-Western organizations and will provide some insight into the nature of conflict as it affects the integration of intercultural management and technology.

The evolution of modern management thought, particularly in an international sense has been accompanied by growing pains due to its impact upon traditional "models". As a consequence of this organizational conflict has assumed a prominent role both in the introduction of new ideas and in the integration of socio-management systems.

NATURE OF THE PROBLEM:

Bringing people into any organizational setting causes certain spontaneous problems. Establishment of territoriality, maneuvering for position, control and ascendency are univerisal both in the human context and in nature as a whole. Any pattern of group formation, whether formal or informal, Western or non-Western,leads to a sort of "political" process which builds in conflict. Politics in this instance then,refers not to a government as much as it does to the possibilities of organization. In the West organizational politics and conflict develop and occur in the context of task accomplishment with personal gain as an adjunct to systemic goals. Non-Western societies reverse this process. In the non-West, organizational goals in a general sense are often ill-defined or easily interpreted in personal terms. The primacy of personal accomplishment over task accomplishment in turn generates specific patterns of conflict unique to the non-West; just as Western predeliction for task accomplishment shapes the Western conflict process. In both cases (West and non-West) conflict is a means for achievement of a given goal. The difference lies in a given system's sense of priority.

Other than differences in priorities, Western/non-Western conflict is apparently due to an over-emphasis on the need to politic as a basis for task or personal accomplishment. When confronted with an alien system, each side finds it extremely difficult to communicate since levels of personal interaction are necessarily kept at a minimum . In effect, this makes a process of mutual adaptation increasingly difficult at the same time that it increases the opportunities for disagreement .

CONFLICT AND ITS MANAGEMENT

Because abolishment of conflict is impossible in any organizational setting, management must isolate and utilize a series of techniques for using conflict to achieve a desired end. Western "conflict" management often seeks a common ground by emphasizing the goals at hand and coercing individuals and factions to subordinate personal aims to organizational ones. Non-Western systems may do this, or they may offer a "carrot and stick" approach that is individualized to a degree seldom found in Western systems. This difference alone provides a source of conflict when Western and non-Western systems interact.

Both the West and non-West use conflict as a means of motivating initiative, creativity, and innovation. Both systems view conflict as a manageable asset. Yet each system has a different emphasis if not a different context in which these areas are dealt with. Non-Western managers have the option of using conflict, in an organizational setting, to block activity, speed up activity, force upward and or lateral deferment of decisions. A Western manager might use conflict to do any one of these, but his orientation towards task accomplishment as well as the relative impersonality of the system makes a matrixical approach less likely. Western systems attempt to institutionalize creativity, initiative and innovation, and use conflict to integrate those features into the system as well as encourage their operation. Non-Western systems tend to employ these features in a factional setting. More will be covered relating to factions at a later point in this lecture.

Utilization of time is a excellent example of this process. In the West, due dates and deadlines cause conflict and simultaneously, limit the scope and profundity of conflict in a given area. In the non-West, as has been shown, a manager has the ability to operate matrixically with respect to task accomplishment over a given period. In this sense, conflict provides a means of establishing and/or modifying the time factor to a given situation.

TYPES OF CONFLICT

Interpersonal conflict is possibly the most frequent problem area in both Western and non-Western systems. To paraphrase Arnold Toynbee however,' the non-West trains and interacts with people, the West trains and interacts with machinery.' As a result non-Western interpersonal conflict may be more carefully planned than its Western equivilant. Managers in the non-West go to great lengths to maintain communication channels with their environment; particularly with respect to those areas of the environment they are in conflict with. "When you have a problem ask everyone around you for advice, particularly your enemies. They will most often provide you with the best advice simply because they are you enemy." This paraphrase might be the best way to summarize the non-Western process.

In the West, confrontation often goes hand-in-hand with interpersonal conflict, particularly as a means of resolving that conflict. In the non-West, crisis management is a high art. A non-Western manager seldom precipitates a crisis simply to resolve interdepartmental or interpersonal conflict. Too,enemies , once made, are kept. Confrontation in the non-West does not resolve interpersonal conflict so much as it submerges it in a sea of formality or silence.

In the process of Western/non-Western interaction then, the Western manager is forced to become part of a"game " where he has no easy access to the rules. Often this is because the non-Western counterpart has either not objectified his own system or, if he has, sees no reason to interact with his Western colleague on a task oriented basis.

Western systems tend to build organizational approaches to the resolution of conflict before it becomes serious. Non-Western systems form bases for conflict on a formal as well as an informal basis. As a result, any demonstration of conflict becomes quite serious;since , like the tip of an iceberg, there's a great deal more going on underneath. This is expressed in a reliance on formalities (rigid adherence to formal conversation) and on a willingness to appear to be continuously open and informal, without ever really making a committment.

Man vs. System is common to both the West and non-West. In the West, it expresses itself in alienation while in the non-West it is more personal. Western management developed the behavioral school as an answer to the pressures placed on the individual to subordinate himself in a organizational setting. Non-Western systems deal with this in a highly sophisticated manner as well. The individual is encouraged to establish himself in a matrix of systems and to divide and order his loyalties accordingly. Ask a non-Western manager who he is and he might reply," I belong to this family, to my faction, to my friends, to my religion, to my career and, finally, to my organization. " A Western manager might say this as well, but it is unlikely that he would be able to restructure or reorder these priorities with the ease of his non-Western counterpart. Too, a non-Western manager is ,relatively speaking, less attached to a given situation or set of values than a Western manager appears to be. New situations require new priorities whose overlaying commonality is individual survival . In this context, non-Western Man vs. System conflict is actually a case of an individual against an entire system .

Conflict between groups is perhaps the most matrixical and complex aspect of Western/non-Western interaction. On an individual basis, non-Western managers align and realign personal priorities automatically as new situations arise. In consequence, it is extremely difficult for control mechanisms to exert a profound effect over an extended period of time, since the individual lies behind a wall of association. This is mirrored in the group context as well. Factions obtain allegiance and loyalty on the basis of profession, family association, and commonality of interest. Factions align themselves in much the same manner. A given situation might call for cooperation among religious elements, business and a society's intelligentsia. As soon as that situation evaporates, the basis for cooperation evaporates as well. This alignment/realignment process obviously is directly relatable to conflict patterns.

Western conflict at the group level is most often derived from a social (i.e. racial, ethnic, religious) or organizational (interdepartmental) context. Relative to the non-West, group allegiance is transitory with the result that issues stimulate formation of groups while resolution of issues stimulates their dissolution. In the non-West, factions exist on a nearly permanent basis. Allegiance exists in a matrix of this continuity at both the individual and group level. Issues, then, merely reshape existing patterns of loyalty. To the West, this pattern is often interpreted as instability when in reality the non-Western system has engaged in this process for one or two thousand years. Another result of this, in the non-West, is that conflict, relative to the West, occurs along well defined lines and reaches pre-determinable conclusions. Given enough information, group conflict in the non-West takes on the appearance of two or more equally matched chess players waiting for someone to make a mistake.

Western management as a faction attempting to insert itself into the non-Western environment in this context becomes analagous to a chess player who has forgotton the rules or trys to play with his own. At first the non-Western factions regard the

Western system as a new entity which holds the possibility of victory at the same time that it offers a potential for defeat. Acquisition of a modern techno-management system at the expense of a faction's ability to manipulate that system would, in the non-West, be a pyrrhic victory at best. At the same time, acquisition of technical and managerial skills offered by a Western faction or system's presence presents a bait too tempting to resist.

MANAGEMENT TOOLS FOR DEALING WITH CONFLICT

Both the West and non-West use formal and informal patterns of authority as a means of resolving conflict. Systemic differences in this case, as has been shown prevsiously, stem from different patterns of reactions to various situations as well as the desire (particularly in the non-West) to create deeper antagonisms by a too liberal application of coercion. Too, just as group conflict takes on a formalized nature in the non-West, resolution of that conflict through direct application of authority can be equally formalized. Western systems often mistake this sophisticated approach to utilization of power as another sign of either authoritarianism or ,worse, instability. In reality, authoritarian responses in the non-West are often a signal either that the "game" is over or that a new round has begun.

Use of authority in Western systems is relatively weak in application. Because these systems are task oriented, application of authority posits a cost to progress resulting from a defeat of a contributing element within the structure. This, obviously is not, relative to the Western system, the case with non-Western management. Both systems however, have alternatives for resolving and utilizing conflict that are heirarchically subordinate to authority.

Political tools in both systems acknowledge the possible benefits of conflict. The processes of negotiation, bargaining, trade-offs and promises encourage conflict resolution without undue cost to losing factions. Obviously these tools are applied in a more matrixical and variable manner in the non-West than they are in the West. Yet the net effect of both systems is to preserve organizational integrity and cohesion; except that non-Western systems subordinate this to individual and factional integrity as well.

Confrontation or crisis management is another tool employed by both systems to achieve objectives. Systemic differences, however, must be derived in keeping with previous parameters drawn for individual and group conflict.

Matrixical planning is perhaps the last and most commonly applied tool in the non-West. Basically, it consists of planning to simultaneously arrive at objectives along a number of pathways. Blockage at anyone point due to conflict or impracticality in this sense neither slows the process of task accomplishment nor forces a potentially damaging confrontation. Western organizations do not as yet appear to be interested in applying this basic approach to the solution of Western/non-Western problem areas. First, because it appears to be disruptive to organizational heirarchies, and secondly because it forces an extension of the time factors involved in implementing a project or program.

SUMMARY

Conflict cannot, as has been stated, be eliminated from a given system or interactive process. Management does however have a variety of alternatives which enhance the possibilities for task accomplishment in either a Western or non-Western system. The question of how these two process and techniques can be integrated as a means of manipulating intercultural conflict remains, at best, problematic.